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ABSTRACT

The educational needs of all women in the United States were studied. Educational opportunities for the mature women fall very short of the need. The committee therefore recommends that: (1) a large-scale effort be made to provide a system of elementary and secondary education for adults, with regard for the special needs of women and for the life experiences of all adults; (2) the opportunities for mature women to continue their education beyond high school be greatly expanded and adapted to their needs; (3) funds be made available to colleges, universities, and vocational, technical, and professional schools to help mature women complete, augment, or redirect their education; and part-time students be eligible under Federal-aid and university-aid financial programs; and (4) new and imaginative educational programs be developed for the woman in her home. Educational changes that are needed in the school and college years are related to improving the educational opportunities for all of the Nation's children. The committees recommendations are that: (1) expanded educational opportunities of high quality be provided for all groups in our society from kindergarten through graduate school; (2) skilled counseling be an integral part of education; (3) an examination be made of all educational programs to prepare females for homemaking; (4) education in volunteer work be given. (DB)

ED053369

REPORT

of the committee

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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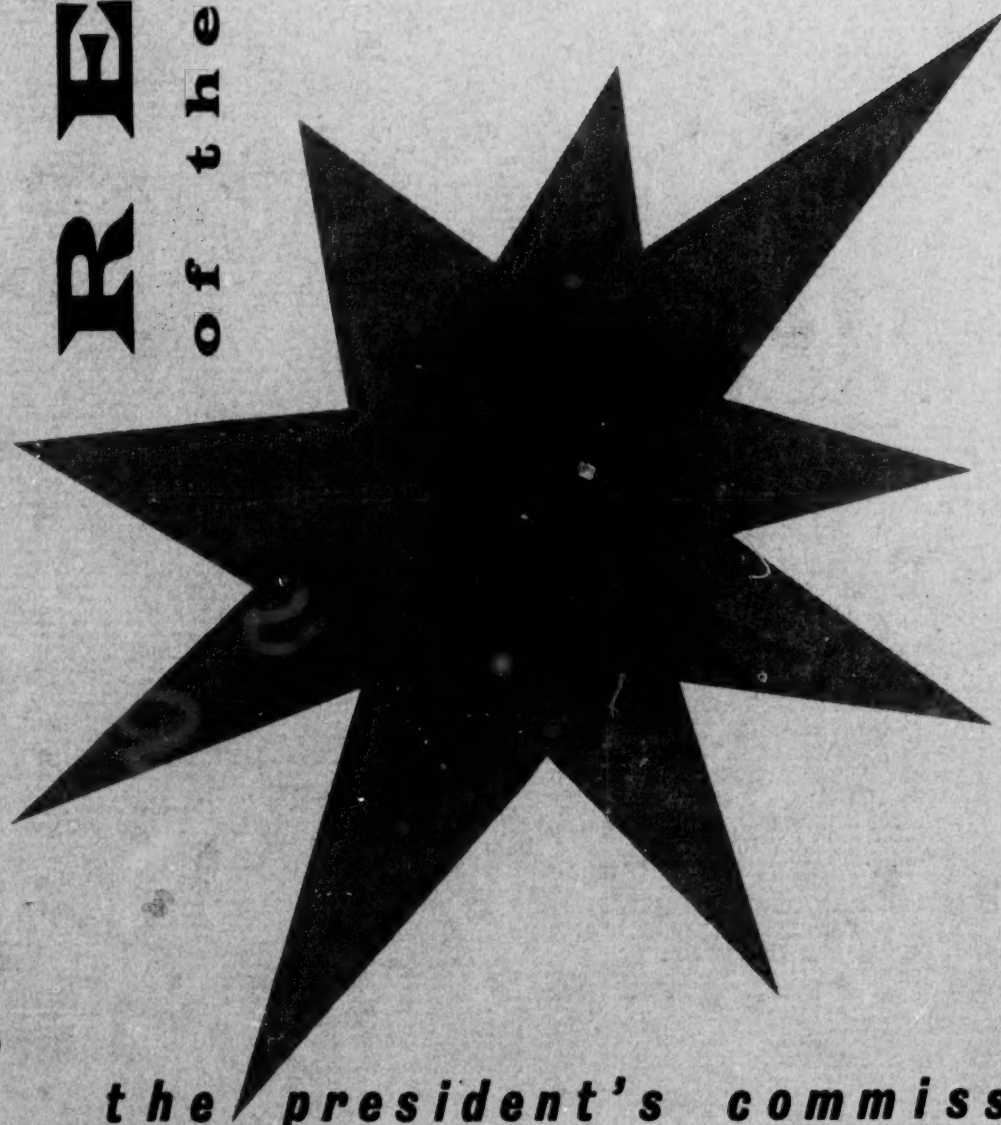

the president's commission on the status of women

AC010 541

TO OUR READERS:

The seven Committees established to help the President's Commission on the Status of Women in accomplishing its broad assignment were indispensable. Members of each Committee were appointed because of their competence in the specific subject area of the Committee's concern. Their analyses and thoughtfully developed recommendations made an invaluable contribution to the Commission's deliberations and to the quality and content of its report. We are grateful, too, for the inspiration we received from their enthusiasm and keen interest.

The Commission gave careful consideration to the views of each Committee in formulating its own conclusions, which are presented in its official report *American Women.* Only that document can be regarded as speaking for the Commission itself; however, we believe the Committee reports, one of which is contained in the following pages, provide extremely useful background information of value to organizations and individuals wishing to study particular subjects.

The variety in the nature of the Committee reports reflects the initiative and the special concerns of the members. The conclusions of each Committee are its own. As the official report and formal recommendations of the Commission (reproduced in an appendix) show, many Committee recommendations were adopted in whole or in part by the Commission. Others were not adopted or were not included in the official report either because it was essential that Commission recommendations concern matters it considered of first priority or because the Commission as a whole did not agree with the recommendation.

The Commission, in cooperation with appropriate Federal agencies, supplied technical staff assistance to the Committees.

The distinguished members of the Committees agreed to serve at the request of our beloved Chairman, Mrs. Eleanor Roosevelt. She would join in our expression of gratitude for the constructive work performed.

THE PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

Esther Peterson
Executive Vice Chairman

Richard A. Lester
Vice Chairman

ED053369

Report of

the Committee on . . .

Education

to the

PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

October 1963

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PUBLICATIONS OF THE PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

AMERICAN WOMEN. The report of the Commission.

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Single copies of the Committee reports and the four consultations may be obtained from the Women's Bureau of the Department of Labor or purchased from the Superintendent of Documents.

AMERICAN WOMEN, the report of the Commission, may also be purchased from the Superintendent of Documents, Washington, D.C., 20402, at $1.25 per copy.

LETTER OF TRANSMITTAL

Washington, D.C., August 19, 1963

To Executive Vice Chairman Esther Peterson and
Vice Chairman Richard A. Lester of the
President's Commission on the Status of Women:

With both pleasure and humility, the Committee on Education submits its report to you. Our task was to consider the subtle, complicated but vitally important educational problems that condition the status of women in modern society.

Although we are aware the Committee raised more issues than it settled, we have been impressed by the unanimity of the members on recommendations and on the relative importance and priority of the issues discussed.

Many individuals and organizations helped us in various ways through their cooperation and substantive assistance in our work. We wish to express our appreciation to them, especially the Office of Education of the U.S. Department of Health, Education, and Welfare, the Women's Bureau of the U.S. Department of Labor, the American Personnel and Guidance Association, and the Radcliffe Institute of Independent Study. Our special thanks are extended to our Technical Secretary, Mrs. Antonia H. Chayes, for her creative contribution to our deliberations and her work in drafting the Committee's report.

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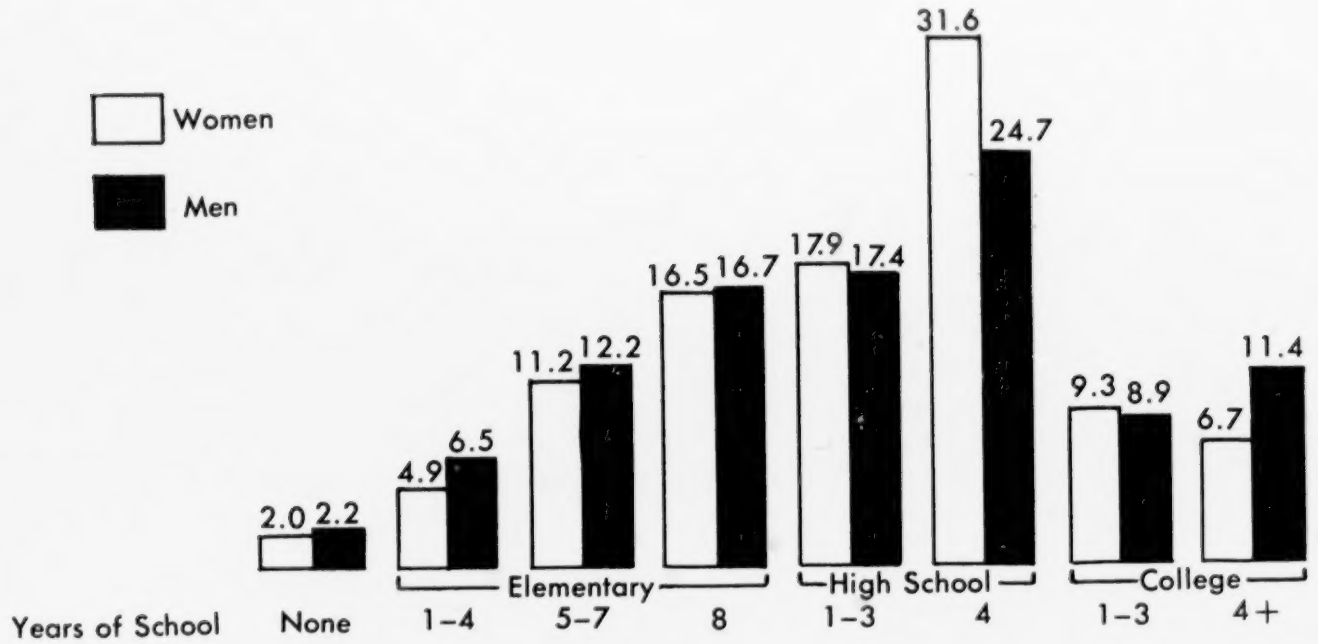
EDUCATIONAL ATTAINMENT OF MEN AND WOMEN,

25 YEARS OF AGE AND OLDER, MARCH 1962

GRAPH OF EDUCATIONAL ATTAINMENT



Today, 11.6 years of school is the median educational level of American women 25 years old or beyond.[a]

In the school year 1961-62, there were 1,930,000 high school graduates. Of these, approximately 990,000 were girls and 940,000 were boys.[b] In the fall of 1962, 1,039,000 enrolled in college; 602,000 were men, or 58 percent, and 437,000 were women, or 42 percent.[c]

During 1961-62, slightly more than 2 out of 3 bachelor's and first professional degrees were conferred on men. Men took more than 2 out of 3 master's degrees and almost 9 out of 10 doctor's degrees.[d]

For chart source and footnotes, see "Notes," p. 43.

INTRODUCTION

The education a woman receives will have a deeper effect on her life and status than anything else within the range of immediate social action.

The Committee on Education has conceived its task to embrace the educational needs of all women in the United States, whatever their age, background, interest, or aptitude. It has addressed itself to all aspects of their education: liberal, vocational, and homemaking. It has explored traditional approaches and many that are experimental.

The scope of its interests is itself a revealing comment on the status of women's education today. A similar study a generation ago would not have cast its net so wide.

We are agreed on some basic assumptions:

- There should be the widest possible opportunities for women to develop their potential and use their capabilities; to know the choices that may be open to them and to exercise those choices.

- Expanding career opportunities should not displace traditional responsibilities of women in the home and in the local community.

This report concentrates on needs and deficiencies. But more women are getting a better education in America today than at any other time or place in history. Indeed, census figures show that, on the whole, women have had a slightly higher educational attainment than men until the college level.

Girls and women are being educated in a fantastic variety of institutions throughout the country. They are seen walking out of the brightly colored doors of new elementary schools and down the stone stairs of overcrowded mid-Victorian buildings. They are at work in suburban secondary schools, in select boarding schools, and in specialized vocational high schools of fashion trades, beauty culture, and practical nursing.

Young girls and mature women are receiving education beyond the high school years on the job, although their opportunities for in-service training may be somewhat less than those for their brothers. They are training in private secretarial schools, in

hospitals, and in community colleges. They are taking the junior year of college abroad and spending summers studying Boolean algebra to prepare for teaching modern mathematics. Some are working with linear accelerators. Others are studying French and literature via television while they do the ironing.

But despite signs of progress, for about half the women in America today, formal education ended before they finished high school. And for both halves, there are problems with the education they have received–its quality, its relevance to the special needs of women, the difficulty of keeping it alive during the years of intensive homemaking and of reviving it afterwards.

We have chosen to start with the mature woman because her educational needs are acute and they deserve high priority attention. She may be in school–challenging our assumptions about the time dimensions of an education. She may hold a job, often a lesser one than her abilities warrant–contradicting the conventional wisdom about the place of a woman. Or she may be at home–trying to maintain the skills and interests awakened earlier by her education. Her needs provide telling clues to inadequacies in the educational process.

A good basic education is the indispensable requirement for women and men alike. Our terms of reference did not include the details of curriculum reform for general education in schools and colleges. But we have endorsed Federal, State, local, and private efforts to raise standards and to increase educational opportunities.

The special responsibilities and life patterns of women impose special educational requirements. A woman needs informed and wise guidance to escape the common stereotypes that tend to shape her plans for the future. She needs education for her family and home responsibilities. She will benefit by early training for community and volunteer work.

All these special needs cannot be adequately met without greater understanding provided by a more coordinated and systematic research effort in women's education.

THE MATURE YEARS

Vitality and relative freedom from the concentrated demands of the home mark today's mature woman. She wants to be more fully engaged in the work of the society. In many cases her primary motive for seeking employment is to add to family resources. But even where there is no financial imperative, women want to develop their talents and use their energies.

- There is the high school graduate who married early, and now, 20 years later, needs specific technical training for an industrial job.

- There is the brilliant college student who gave up her education to support a student husband. Now she is ready to go back to school and needs financial help, even though she can study only part time.

- There is the older woman preparing to return to a career in teaching. She needs course work conveniently scheduled and paced.

- There is the woman who dropped out of school after 2 years of high school, unable today to find the work she needs because she never has acquired marketable skills nor progressed beyond the most rudimentary competence in reading, writing, and numerical manipulations.

Whatever the experience, background, interest, or aptitude, many women have in common an urgent need for further education.

For these women the available educational opportunities fall far short of the need. Bridging this gap is one of the most critical problems in American education today. The structure of American education must be drastically revised to incorporate adult education as an integral part of the whole plan. Programs should provide practicable opportunities for mature women to complete elementary and secondary schooling and to choose thereafter from a variety of liberal and vocational studies beyond the high school level.[1]

ELEMENTARY AND SECONDARY EDUCATION FOR ADULT WOMEN

Recommendation 1

A large scale effort should be made by Federal, State, and local authorities and by private groups to provide a system of elementary and secondary education for adults. This system should be developed with regard for the special needs of women, and the life experiences of all adults which differentiates them from adolescents.

Discussion of recommendation

Eight million adults over the age of 18 are considered functionally illiterate.[2] They have had less than 5 years of formal schooling and cannot fill out a simple job application form. Three and seven-tenths million of them are women.[3] Millions more have failed to finish high school.

Apart from the human waste, the immediate and long-range economic effects of this situation are widely known and documented. In the *Manpower Report* submitted to Congress in March 1963, the President stated: "Education and training are indispensable elements that give meaning to the free choice of occupations."[4] Technological change is creating new jobs while erasing the old, and the new jobs will require more and more education. Basic learning must precede any technical training. The President has indicated that without a foundation in basic education, without the ability to read, write, and do simple arithmetic, these millions of Americans are committed to a future of minimum earnings, recurrent joblessness, dependency, and personal deprivation.[5]

Sixty years ago the number of white-collar jobs was less than the number of the blue-collar jobs.[6] By 1970, white-collar jobs are likely to exceed blue-collar jobs by 36 percent.[7] Professional and technical employment, the category requiring the most education, is growing rapidly. In 1950, there were a little under 5 million people in this group.[8] In 1960, it grew to 7.5 million[9] and is expected to reach 10.7 million by 1970—a doubling in a 20-year period. With such a sophisticated technology there will not be many jobs left for those who cannot read, write, or perform simple numerical manipulations.

The obvious target for educational efforts of government, industry, and the unions is the group already in the labor market, employed or unemployed. Women in the home are less visible, but millions are expected to turn from housework to paid employment by 1970.[10] Even more will affect the aspirations and accomplishments of their children by the education they receive.

There have been many successful efforts by the Federal Government, States, cities, and private groups to provide education for adults. A recent study conducted by

the National Opinion Research Center shows over 17 million adults enrolled in some sort of adult education course or activity in the year ending June 1, 1962. Courses encompass the practical and the philosophical. The majority (83 percent) of adult education activity was not for credit, and much of it was independent though systematic study.[11]

Throughout our country, almost half a million adults are completing elementary and high school education in public adult classes.[12] In Denver, the adult school occupies an entire city block. In Los Angeles, 170,000 adults are enrolled in an educational program that offers 761 courses—basic, technical, and advanced.[13]

Industry has cooperated in offering basic education to adults. Under the Manpower Training and Development Act, the Federal Government has worked with local educational authorities in the District of Columbia and elsewhere to offer basic English instruction as a prelude to the technical training for new jobs provided for under the act.[14]

Volunteer groups make basic instruction accessible to adults in many communities. The General Federation of Women's Clubs has launched a large-scale effort to combat illiteracy by locating those who need instruction and encouraging participation.[15] They plan to use an educational television course as well as traditional methods of teaching. The Laubach Literacy Fund has worked to combat illiteracy for a generation. The fund claims that 8 to 12 hours in a literacy workshop can prepare a teacher to work with illiterates. It works with groups in 20 States. Its materials are used in 40 States and in 10 projects overseas.[16] Educational television shows promise as a relatively low-cost way to reach numbers of people, particularly if it is possible to organize viewing groups.

Some communities have simply improvised in their attempts to bring education to those who need it. In Chicago, the Board of Education has organized literacy classes in settlement houses, park fieldhouses, housing projects, churches, Y's, and stores at hours of the day convenient both for workers and mothers.[17]

Imagination and experimentation will be needed before basic education is fully available, accessible, and accepted. Even an informal clearinghouse would be very useful in aiding the transfer of new ideas and the results of successful experiments from region to region, a function only partly performed now. Analysis of existing data can reveal regional disparities and indicate the vast unmet needs. While the progress is encouraging, far more is needed to educate the 8 million functional illiterates and the millions more who lack a high school diploma.

Participation was lowest among those with only a grade school education, according to the National Opinion Research Center study mentioned earlier. Negroes, it was reported, were underrepresented among adult education participants by a factor of about 3 to 4.[18]

The problem of financing elementary and secondary education is considerable. Adults who need basic skills have little money to spare for study, if indeed they are not already being supported by public funds. Many States and local governments realize the value of an educational investment in adults. But a widespread effort to teach reading and simple arithmetic may well require Federal resources to reach the millions who lack these skills.

Teachers will need special training. Techniques and materials that are geared to the young are inappropriate to grown people. In Boston, an elementary school teacher was teaching an English usage class to adults. When the bell rang, she dismissed the class and had them march from the room two by two. Even without such extremes, mature people can become frustrated and discouraged by requirements and techniques that fail to take account of their interests, their backgrounds, and the kinds of learning achieved through their life experience.[19]

Guidance also must be a part of adult programs. Students may want to continue their education beyond the three R's; many will seek vocational training, and many will need to know what jobs are available and how to secure the further education to qualify for them.

CONTINUING EDUCATION FOR ADULT WOMEN

Recommendation 2

The opportunities for mature women to continue their education beyond high school should be greatly expanded and adapted to their needs.

Colleges, universities, and vocational, technical, and professional schools should work toward:

(a) The acceptance and encouragement of part-time study through such measures as grants of financial aid and increased flexibility in working out individual schedules;

(b) Reexamination of policies on admission, academic prerequisites, transfer of credits, and graduation requirements (including such nonacademic requirements as residence and physical education);

(c) Wider use of proficiency testing and other means to give credit for knowledge and experience acquired outside regular academic channels;

(d) The establishment of bridging courses to rebuild habits of study, introduce new techniques, and provide the background and confidence for contemporary study and work;

(e) The development of educational guidance services to help the mature woman deal with the problems and opportunities of resumed study and a possible second career;

(f) The creation of special programs to prepare mature women to work in fields where their aptitudes and urgent social needs coincide, such as in teaching and nursing.

Discussion of Recommendation

While completion of high school would lift many women out of the congested competition for unskilled employment, vastly increased opportunities for vocational education are needed to meet both the demands of women who want to work and the demands of the labor market for new skills.

As of 1962, half of all the women in the 45-54 age bracket were in paid employment. A realistic many-sided vocational program in the schools and out of the schools could reduce the tendency for women returning to the labor market or entering it for the first time to take the first job that comes along even though their capabilities may be well above the level of competence which that job requires. Technical training for clerical, manual, and other skills is especially important for women of minority groups. For many, these fields are just now opening.

The *Report of the Panel of Consultants on Vocational Education* of 1963 [20] and proposed Federal legislation indicate awareness of the need:

> . . . to develop new programs of vocational education so that persons of all ages . . . those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and ability to benefit from such training.[21]

The Committee hopes that the special situation of women—their needs for flexibility and accessibility, their problems with the hours of day—be kept in mind in the grand design of any program to improve vocational education.[22]

Many universities are providing for the vast increases in mature men and women now on campus. There are no census figures presently available which show the total increase in mature women studying at the college level.[23] But the Office of Education has pointed to a 35-percent increase in the number of women taking college courses not for credit in 1962,[24] and almost a quarter of a million Americans were studying for academic degrees in university extension courses in 1960,[25] and many more were studying outside of a degree program.

Universities already are bulging from the increase in college-age youngsters, and their limited resources are strained further by this older group. The growth of community colleges, discussed at length elsewhere in the report, is a partial solution to the problem. These institutions, offering 2 years of liberal arts and technical and vocational training, are at the forefront of an educational revolution that blurs the distinction between student and citizens of the community, and integrates the recent high school graduates with the homemakers and breadwinners of the environs. They begin to answer the needs of mature women for education that is geographically accessible.

Many universities have integrated the older with the younger students and moved to erase the distinctions between "regular" and "extension" education. Still others have created imaginative and effective adult education programs.[26]

The exciting success of the pilot programs in continuing education for women is one of the most important educational phenomena of recent years. These programs have illuminated the needs, interests, and potential of mature women. The Minnesota Plan[27] has enrolled about 1,200 women of a wide range in age and academic background. Counseling is the cornerstone of the program, and academic plans are tailored to the individual. College and graduate work are offered, and the women range from those who have never been to college to those who already have done some graduate work. These women students have been well accepted by the university, and the great majority are serious about the work they have undertaken.

The Sarah Lawrence Center for Continuing Education[28] acts as a source of educational counsel and referral for women in the New York area who want to complete interrupted studies or take advanced degrees. In this liaison capacity the center carries out a dual educational function. It helps women find their new places in the educational world, and in so doing, encourages other colleges and universities to modify rigidities. Sarah Lawrence also offers seminars for credit and to help bridge the return to intellectual discipline.

The Radcliffe Institute for Independent Study[29] was conceived to help highly motivated women with demonstrated scholarly or creative capacity whose home responsibilities prevent full-time work and thus cut them off from opportunities for which they are otherwise qualified. At present, 32 women are scholars of the institute, receiving stipends designed to give them the freedom they need for their studies. It also is involved

in basic research and has set up a guidance laboratory to discover the educational needs of woman and test the ways in which they can be met.

Other programs are limited to specific professional or academic fields. The Rutgers program [30] offers specialized training for women who wish to update or expand their mathematical competence. Edgewood College, Madison, Wis., now offers a teacher training program as well as liberal arts courses in its plan for personal development which has enrolled over 500 mature women in 10 years. [31]

The Harvard Graduate School of Education now provides opportunity for part-time study by a small, selected group of mature women seeking to enter the teaching profession. [32] In 1962, the Carnegie Institute of Technology, in cooperation with the Pittsburgh public schools, also instituted a training program for part-time teachers in social studies. [33] For mature women who aspire to college faculty careers, the Educational Foundation's College Faculty Program of the American Association of University Women provides counseling, referral, and financial support. [34] These are just a few of the projects being planned and now under way. [35]

These programs are encouraging, but most of them remain relatively small when contrasted with the total market. Moreover, there are still too many places where adult students are presented with a smorgasbord of courses, where little attention is paid to the long-range plans of the individual. Many universities seem to assume that if attendance is part-time, the commitment is part-way.

The Committee believes that the serious student is entitled to an opportunity to pursue her education regardless of her age and even though she cannot devote all of her time to the formal educational process. The faculty member who teaches her is worthy of undiminished status. Where there is a separate extension division for adult college and graduate work, it should not be singled out as the one division in the university that must pay its own way.

The suggestions made to colleges and universities are offered with the understanding that longer experience with the older student and further evaluation will deepen our knowledge of the difficulties and opportunities of continuing education. However, full acceptance of the serious part-time student, without more, will be a landmark in American education.

Colleges, universities, and vocational, technical, and professional schools should work toward:

(a) The acceptance and encouragement of part-time study through such measures as grants of financial aid and increased flexibility in working out individual schedules.

The veterans returning from World War II broke through many preconceptions about the ideal age for rigorous study. Mature men and women are now winning respect from faculty who were initially reluctant.[36] Universities have long been alle to find the exceptions to the rule for the exceptional student whose personal affairs dictate completion of studies part time. In fact, there is a 10-year lapse on the average between receiving a bachelor's degree and the Ph.D.—10 years not fully devoted to study.[37]

If the fully committed part-time woman student were more freely admitted to the university and if funds were made available to her on a merit basis, perhaps a greater proportion of capable and talented American women would continue through college and even beyond. Similarly, professional and technical schools might enlarge their reservoir of talented students by permitting admission and making scheduling adjustments for women who must operate within the framework of home obligations. These obligations should not bar the highly talented and highly motivated woman from the financial aid necessary for her continued education.[38]

Colleges, universities, and vocational, technical, and professional schools should work toward:

(b) Reexamination of policies on admission, academic prerequisites, transfer of credits, and graduation requirements (including such nonacademic requirements as residence and physical education).

Rules about prerequisites and the transferability of credits require careful departmental consideration before being applied to adult students. Colleges need to review rules that might be eased to open the way to women of ability. For example, the rule that the last year of study for a degree at an institution must be spent on that campus and the rule that no more than 2 years of work at another institution may be credited toward a degree are both common. They are quite restrictive.

Colleges, universities, and vocational, technical, and professional schools should work toward:

(c) Wider use of proficiency testing and other means to give credit for knowledge and experience acquired outside regular academic channels.

Experience with proficiency tests may help to solve some of the problems created by the geographic mobility, interruptions, and irregular educational patterns of women. Tests are now being developed for courses ordinarily given in the first 2 years of college.[39] Institutional reliance upon proficiency tests should stimulate wider use of home study, programed instruction, and educational television.

Brooklyn College has combined proficiency tests with a careful evaluation of personal experience.[40] Other institutions may find it worthwhile to consider giving academic credit for work of an academic nature, such as research in a clinic, or in agencies

engaged in social work or urban planning. These procedures must be used with discrimination. In some disciplines, knowledge becomes obsolete rapidly, while in others, effective knowledge may be acquired in a variety of nonacademic channels.

> *Colleges, universities, and vocational, technical, and professional schools should work toward:*
>
> *(d) The establishment of bridging courses to rebuild habits of study, introduce new techniques, and provide the background and confidence for contemporary study and work.*

Many women have been away from school so long that they underestimate their abilities. Lacking confidence, they may take jobs that do not fully use their talents and are less than satisfying intellectually and financially. Many are unaware of the range of alternatives which can be opened by further education. Some women need to catch up with new developments in their field to reach the level they held earlier.

The amount of study that can be handled effectively by a woman is a matter for careful thought by individual and institution. A single course can be managed by a woman even when her home responsibilities are fairly heavy, and it can serve as the foundation for a long-range plan.

Curriculum planners and teachers, in considering the needs of a reentering group of older students, should remember the experience and maturity that this group has to offer.

> *Colleges, universities, and vocational, technical, and professional schools should work toward:*
>
> *(e) The development of educational guidance services to help the mature woman deal with the problems and opportunities of resumed study and a possible second career.*

The freedom of choice experienced by the woman with grown children and full energy is a true freedom only if she can grasp the opportunities available to her, both educational and vocational. Those who have worked with mature women in the Minnesota Plan, the Sarah Lawrence Center, and elsewhere have remarked on the lack of confidence and clear purpose shown by these women as they return to school after many years and on their need for wise counsel. The discovery of interests and aptitudes and of help in the building of long-range plans can make the work undertaken of lasting effectiveness.

There is, of course, a far wider need for guidance and counseling for mature women than can be supplied by the colleges and universities. Ways must be found by communities to offer guidance to the wide range of women who, wishing a second career,

need advice and information about job possibilities and vocational and educational institutions on every level that might meet their needs. This question of community responsibility is considered in greater detail in the section on guidance and counseling.

> *Colleges, universities, and vocational, technical, and professional schools should work toward:*
>
> *(f) The creation of special programs to prepare mature women to work in fields where their aptitudes and urgent social needs coincide, such as in teaching and nursing.*

Although knowledge of manpower needs tends to be sketchy and imprecise, certain areas of especially acute need, such as teaching, guidance, mental health, health services generally, and the sciences, are singled out. In the humanities, the needs are scarcely defined. We need to know far more not only about the shape and scope of society's needs but also the factors at work in determining in which fields, in what geographic areas, at what levels women can and will work. It is important to learn, with some precision, how and whether the flexibility in training and employment needed by women is inimical to the work of a particular profession.

In school, teaching provides an example of both acute need and an imaginative start in the utilization of mature women. An estimated 200,000 new teachers for elementary and secondary schools will be needed each year during the 1960's.[41] Yet salaries may be low and working conditions in many places tend to reduce the inherent rewards of teaching. The Harvard Graduate School of Education program mentioned earlier shows how flexibility can be introduced into the training phase. Experiments with team teaching and part-time teaching in the Boston area and elsewhere show the willingness to accept part-time people on the job.

New York State has begun an experimental program of qualifying examinations for teachers.[42] A variety of educational backgrounds could be used to meet certification requirements.[43] Private groups are developing television and programed courses to meet basic teacher certification requirements common to most States.[44] Such programs will enable women to make gradual preparation for the years when their children are grown.

The Committee expressed strong interest in the possibility of States developing reciprocity of pension plans as well as certification requirements, so that the inevitable geographic mobility of married women does not mean the loss of able teachers.[45]

In college teaching, which also faces severe personnel shortages, some institutions are using part-time instructors. Women are also being used more widely in teaching and administrative posts as universities abolish antinepotism rules. Those involved in the Radcliffe Institute, the Minnesota Plan, and the Sarah Lawrence Center for Continuing

Education have noticed the bent of mature women in the fields of counseling and mental health.

> Women who manage families and raise children have to be concerned with people, their development, and their problems. Many women emerge from this training ground in interpersonal relations with considerable skill in deciphering unspoken messages, in handling tensions, and in helping people to develop their potentialities. And just as they are becoming experts, the children go away to college and have little, if any, further need of them.[46]

So writes Dr. Margaret J. Rioch, the clinical psychologist who created a training program at the National Institute of Mental Health for the purpose of turning housewives into psychotherapists. Her limited but intensive experiment has shown that mature women with varied earlier experience can become very adequate therapists.

In September 1962, the Department of Psychiatry at the New York Medical College, Metropolitan Hospital Center in New York City, developed a residency program in psychiatry specifically designed to meet the special needs of women doctors who have children. This program enables the resident to work 9 months out of the year and be free during her children's vacations. Salary and training credit are prorated accordingly. Thus, for 3 years' training credit the mother-resident works four 9-month periods. She participates in the teaching program, and although her night and weekend duty is held to a minimum, the program meets the standards of the American Board of Psychiatry.[47]

School counseling, vocational guidance work in or out of school, discussed later, and related work in community mental health centers[48] need the talent and sensitivity offered by educated women who have raised families and who are willing to return to school to train for a second career.

Anyone who has stayed in a hospital can testify to the shortage of nursing and other hospital personnel which threatens the Nation's health. Nursing has become a traditionally "woman's occupation" and, perhaps for that reason, it suffers from both a low pay scale for highly trained work and the inevitable loss of personnel because of marital obligations.

In 1961-62, 31,186 women graduated from professional nursing programs.[49] How many of these will be working as nurses 10 years from now? How easy will it be for some of them in 20 years to take a refresher course to permit them to return to work if they have been home raising their children?

There have been interesting experiments designed to expand personnel resources.[50] There has been increasing use of nurses aides to free nurses from routine or nontechnical duties that can be taught to others in a short period of time. In many areas there has been growing acceptance of part-time nurses, but in Washington, D.C., for example, major

hospitals require that part-time nurses work full 8-hour shifts, thus eliminating many capable nurses who have school-age children. Even more imagination and more widely publicized and flexible study and retraining programs are needed to bring back women already trained in nursing and to attract other women to this humanitarian profession.

Mathematics and the natural sciences, with their acute shortage of talent at various levels, need special study before programs can be developed to meet women's needs for flexibility and frequent updating in the face of rapid changes in the disciplines.

The report will take up later the possibility that doors to these fields may be closed early in the educational process. Even gifted girls are often permitted to bypass mathematical and scientific courses they would need in later scientific work. Some encouragement can be taken from the Rutgers program for retraining women in mathematics, where the response has been good, the participants successful, and their reception in the schools and in industry completely gratifying.[51]

Communication about the successes and failures of all of these programs is very important, so that known mistakes can be avoided.

Evaluation based upon a growing body of experience with mature women will indicate the relative importance of the flexibility that has been introduced. We will learn more about sensible pacing, the importance of scheduling of classes at special times of the day, and the need for ancillary services such as nursery schools.

FINANCIAL SUPPORT FOR CONTINUING EDUCATION

Recommendation 3

(a) Funds should be made available to colleges, universities, and vocational, technical, and professional schools to help mature women complete, augment, or redirect their education. Such funds could be used for research, experimental programs, extension of existing programs, teachers' salaries, new facilities, and, of great importance, development of adequate guidance programs.

(b) Part-time students should be eligible under Federal fellowship, scholarship, and loan programs, as well as university sponsored financial aid programs, if they have a reasonable plan for part-time study and if they can show that a part-time program is necessary or advisable for them.

Discussion of Recommendation

Colleges and universities cannot meet the needs of adult students, men or women, without some financial help. Effective help is needed in varying amounts and for a variety of purposes. For this reason, the Committee does not specify the amount, source, or priority of expenditure of the funds that are needed.

For example, there has long been legislation before Congress authorizing funds to the State universities and land-grant colleges for a wide expansion of extension education. The President, in his Special Message on Education of 1963, emphasized the importance of this measure.[52] Such legislation, if passed, should be broad enough to permit the flexible programs needed by women. It would be most desirable if the legislation would include or permit funds to expand counseling services for the adult students.

A new imaginative approach can parallel, for adult education, the revolution in college opportunity for young people made possible by land-grant colleges.

Modest expenditures can help foster the development and evaluation of experimental programs of continuing education generally and in the specialized areas of urgent social need. Research on the educational and career development of mature people can be of great value and should be supported.

Very little money would be needed to aid in the dissemination of information about existing opportunities for continuing education so that women who, for cultural, social, and financial reasons, would not ordinarily look to a college or technical school can learn about the opportunities already within their reach.

Implicit in everything already said is the equity of permitting the fully committed part-time student to share in existing or future Federal scholarship, fellowship, and loan programs. Such a change would not create insurmountable administrative obstacles.

CONTINUING EDUCATION DURING THE YEARS AT HOME

Recommendation 4

New and imaginative educational programs should be developed for the woman in her home.

(a) Educational television, radio, correspondence courses, and programed learning should be directed to this group.

(b) Colleges, universities, and professional organizations should take greater responsibility for helping their alumnae or members maintain competence and commitment during the years at home.

Mothers of young children must stay close to home all day, often with little or no adult companionship and little opportunity to share ideas and interests. There is an urgent need for a series of educational offerings designed to keep intellectual interests alive. There should be greater opportunities for group discussion for the development of new interests which may be awakened by the years at home. Programs are needed for gradual academic progress and for the maintenance of interests and skills acquired earlier.

Today there is a range in home study offerings at all levels. Restyled correspondence study and programed learning techniques bring exciting possibilities to effective home study. There are now 79 educational television stations,[53] but educational courses are being offered on the commercial channels as well. It has been estimated that, by 1971, as much as half of a college degree program will be available for credit on television.[54]

Much remains to be done to bring educational broadcasts to the potentially wide audience of housewives. Very few communities offer courses at times of the day when housewives are free to listen. Programs broadcast at the early breakfast hours should be rebroadcast more widely later in the day.

The needed stimulation of adult discussion and companionship must be added. Listening and viewing groups, correspondence study clubs, and scheduled seminar discussion have been used to overcome this difficulty and can give vitality to home study. Public libraries, community organizations, and adult education centers can take an active part in organizing these groups.

Too often the student simply studies whatever is available without fitting the pieces into a previously worked out plan. Often the programs themselves preserve no continuity or growth opportunity from year to year. Ways must be found to help women plan their programs for continuity and development. Community counseling services and women's organizations could meet this need. The mass media and private organizations developing home study programs commercially must also be aware of the need for integrated programs.

College alumnae groups are finding ways to bring some intellectual nourishment into the communities where the alumnae reside, often by the cooperative effort of several institutions and the availability of emeritus faculty.[55] Interchangeable credits would enhance the value of courses given. The publication and dissemination to alumnae of course reading lists and the sponsorship of 2-day alumnae "think" sessions or longer summer institutes will help keep the educational threads unbroken.[56]

Professional organizations have a responsibility to their members, even when those members are not engaged in active practice. By treating the mothers of young children as active reservists rather than as former professionals, these organizations could do much to preserve what is so much needed by individual women and by society—continuing commitment.

Margaret Mead has said:

> In this world no one can "complete an education." The students we need are not just children who are learning to walk and talk and to read and write, plus older students conceived of as minors who are either "going on" with or "going back to" specialized education. Rather, we need children and young and mature and "senior" adults, each of whom is learning at the appropriate pace and with all the special advantages and disadvantages peculiar to his own age.[57]

THE SCHOOL AND COLLEGE YEARS

Improving Educational Opportunities for All

The educational needs of adult women tend to reflect some of the inadequacies in their earlier education in school and college. Changes are needed in the very earliest years of schools. The entire educational system itself operates in the context of American society, a society in which contrasts between wealth and poverty are great and opportunities uneven.

The learning process is not fully effective under conditions of privation and want. Greater national, State, local, and private efforts must be mounted for the elimination of slums and the improvement of overcrowded and substandard housing conditions. These efforts will affect the quality of education by eliminating the community and home conditions inimical to the process of learning.

However, the quality of education depends finally upon good basic instruction, adequate facilities, and gifted, dedicated teachers. These must be made available to all of the Nation's children. Nothing that we recommend is of greater importance.

BASIC EDUCATIONAL QUALITY

Recommendation 5

Expanded educational opportunities of high quality are needed for all groups in our society and from kindergarten through graduate school.

(a) Because of the importance of early educational experience, public and private kindergarten and nursery school facilities should be available to all. We recognize the educational potentialities of group care centers for children and for their mothers and endorse the recommendation of the Home and Community Committee for expansion and experimentation in this field.

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(b) The Committee wholeheartedly endorses Federal legislation to improve American schools by providing financial support for expansion of facilities, increases in teachers' salaries, experimentation and research on curriculum and teaching methods, and development of new and effective vocational programs.

(c) The Committee supports legislation to increase opportunities for college, graduate, professional, and technical education. Federal scholarships and loan programs should be expanded, and benefits should be available to legitimate part-time students.

(d) Additional funds should be provided for community colleges to make advanced liberal and vocational education accessible and financially feasible for many more women.

Discussion of Recommendation

(a) Because of the importance of early educational experience, public and private kindergarten and nursery school facilities should be available to all. We recognize the educational potentialities of group care centers for children and for their mothers and endorse the recommendation of the Home and Community Committee for expansion and experimentation in this field.

The educational process forms sturdy or frail roots during the very early preschool years. The soil for the development of talent must be cultivated at this early season. Opportunities are opened or blocked. The child whose parents do not value books, who has never learned to turn the pages of a book as a baby, who has never savored a fairy tale may not be able to master the basic reading skills needed for further learning. The primary source of education for small children is the mother, but many homes cannot offer an environment that encourages intellectual development. Remedial efforts for the retarded and apathetic are important throughout the school years, but it is crucial to foster learning at the beginning.[58]

Group care centers, as well as nursery schools, can be opportunity centers where education is offered and motivation to learn is cultivated. They can counter the terrible negative effects of early cultural and emotional deprivation. These centers provide opportunities not only for children but also for their mothers who must work or who want to work outside the home. To the extent that they offer parent education, they can further the education of the child by helping improve the home environment.[59]

The centers should not be planned for the deprived alone. The mixing of children and parents from different economic and social backgrounds would be mutually beneficial

and in keeping with democratic traditions. Contact with the family values of people who have enjoyed economic and educational advantages will help raise the sights of those who have been deprived.[60]

> *(b) The Committee wholeheartedly endorses Federal legislation to improve American schools by providing financial support for expansion of facilities, increases in teachers' salaries, experimentation and research on curriculum and teaching methods, and development of new and effective vocational programs.*

Others have made the needs and shortages of our schools vivid.[61] The Nation can no longer squander its resources of talent or ignore the special needs of children who develop slowly.

Classrooms are too small and too few. And the education of new teachers is not keeping pace with the number of students.[62] Although the proportion of national income devoted to education has increased, the 6 percent spent in 1960 is still too low to permit the recruitment, expansion, and experimentation that will provide the country with an educational system for a complex, fast-changing world.[63]

The Committee returned again and again to the fact that a vast improvement in basic education is needed to provide a more hopeful future for women from the most deprived groups. They must be encouraged to stay in school long enough to broaden their horizons so that they can offer their own children some hope and choice for the future[64] and to master the foundation subjects for further vocational training.

Too little attention has been paid to the early loss of bright but culturally disadvantaged girls who have the ability to go on to college but never get there because they come from low-income families where immediate economic needs overshadow longer range planning for vocations and professions.

Children of low-income families must cope with the middle-class orientation of the schools and the generally poorer quality of the educational program in low-income areas, particularly in the large urban centers and the rural South. Schools there are faced with more difficult problems of motivation and must compensate for home environments in which education is considered unimportant. Yet these schools have poorer physical plants, teachers, and auxiliary services.

Often it is taken for granted that boys and girls from these environments will not do well academically. Only recently has there been any sustained attempt to meet them halfway.[65]

The upper elementary grades are the critical years to begin to provide the motivation to make the bright child think in terms of a college education despite low family

income. High school is too late to begin. Too many young students already have settled for less education than their abilities would warrant.[66]

High school programs to prepare girls for wage earning are all too limited in number and variety in the light of the need for qualified workers. Many of them are of poor quality. Many schools assume that girls from low-income families will marry soon after finishing high school, or perhaps before, and fail to recognize that most girls will work some time during their adult lives. An effective school vocational program for girls as well as boys poses many complex problems, given the speed of technological change. Considerably more research is needed about the kinds of fundamental principles and basic skills, as well as general problem-solving ability, that will best survive both technological change and personal interruption in employment.

After a girl leaves high school it is harder to raise her sights. Even talented girls from low-income homes who want to go on to college are less likely to do so unless they go directly from high school graduation. If they marry before they start or finish college, they are less likely to complete their college education than are girls from higher income families. Realistic post high school training programs must be developed for them. Community colleges can make significant contributions to the vocational preparation of young girls who are high in talent but low in income, and we discuss this possibility later.

> *(c) The Committee supports legislation to increase opportunities for college, graduate, professional, and technical education. Federal scholarships and loan programs should be expanded, and benefits should be available to legitimate part-time students.*

The President has said that "... a veritable tidal wave of students is advancing inexorably on our institutions of higher education." In his 1963 message on education he reached back to the earliest days of our country in describing the "aristocracy of achievement arising out of a democracy of opportunity."[67]

The opportunities for higher education are widening each year but they are not keeping pace with our growing population. John Gardner has stated:

> Those who receive the most education are going to move into virtually all the key jobs. Thus the question, "Who should go to college" translates itself into the more compelling question, "Who is going to manage society?"[68]

Five years ago 1.5 million youngsters graduated from high school; 5 years from now we can expect 2.6 million to graduate.[69] In the school year beginning in 1964, nearly 13 million youngsters will be enrolled in high school.[70] What will their future look like?

Two-thirds of the parents of boys and over half of the parents of girls of school age expect their children to attain some education beyond high school, but these hopes are not realistic today.[71] The expectations of parents of girls, and of the girls themselves, are far lower in homes where educational expectations are already limited.[72] In Negro families the situation may be reversed—the aspirations of girls are higher than boys—but the educational effects of racial discrimination are felt by both sexes.

We have already seen that, in 1962, 58 percent of men high school graduates entered college while only 42 percent of the girls did so.[73] We are losing a great many of our most able students.

Additional financial aid funds for college, graduate, professional, and technical education will be of great benefit to women who are so often the ones who stay home or take jobs so that their brothers or husbands may complete their education.[74]

As we have already indicated, financial aid programs that do not preclude legitimate part-time students are of special importance to women. We suspect that many more than the 74,298 women (40 percent of the total) receiving loans under the National Defense Education Act (NDEA) in fiscal year 1963[75] and the 533 (11 percent) receiving National Science Foundation fellowships in fiscal year 1963[76] would have qualified for and accepted such aid if full-time study status were not required.

The Committee endorses legislation providing for loans with low interest and liberal repayment deferment provisions. However, although the number of college women now accepting loans has risen sharply in the last decade, many are reluctant to face marriage while burdened with debt.

(d) Additional funds should be provided for community colleges to make advanced liberal and vocational education accessible and financially feasible for many more women.[77]

The community college is one of the fastest growing institutions in the field of higher education. Community colleges are now being founded at the rate of one every 2 weeks. The scope of the community college's service is phenomenal. The community college looks to the entire community as its clientele. Not only does it accept older students, but in many cases it also makes its library, laboratory, or other special facilities available to high school students doing advanced work. The community college has had a tremendous impact on American education. It serves not the educated minority but, instead, the educable majority. It meets the special needs of women for diversity and flexibility.

The community college's low-cost, flexible scheduling, geographic accessibility and visibility in the community has brought higher education into the line of vision of

many women for whom college was never a possibility. The high cost of a college education in many parts of the country has been the wall that could not be scaled. Studies reveal that the combination of low-cost or tuition-free colleges accessible to the community brings a sharp increase in college attendance from that community.[78] Many community colleges charge no tuition and others have very low costs. A college within commuting distance eliminates another major expense of campus life—room and board.

The community college's schedule is more apt to provide flexibility to allow a student to take college work part time, and many institutions have shown an interest in working out programs to help students with special needs.[79]

Community colleges, on the whole, have adopted a nonselective admissions policy, and thereby offer their variety of opportunities to many students who have a real contribution to make to society but who might not otherwise have the opportunity for education beyond the high school.

For some, these institutions provide the steppingstone to a 4-year college education For many others, they offer vocational or technical training suitable to the jobs at hand. They are of great interest to the growing group of women out of the labor market for many years and to those who never have been in paid employment.

Eighty percent of the larger public community colleges now offer NDEA technical training.[80] Thus, community colleges may well help young and older women to prepare for current employment in such fields as electronics, plastics, nucleonics, and mechanical, metallurgical, civil, and construction technology.

Finally, community colleges offer an increasing opportunity and outlet for the potential teaching abilities of educated mature women because of the same institutional flexibility and accessibility.

Special Educational Concerns of Women

More liberal and experimental attitudes toward women's potentialities are needed at all stages to counteract the stereotypes that now limit development and function. Low aspirations of girls are the result of complex and subtle forces. They are expressed in many ways—even by high achievement—but accompanied by docility, passivity, or apathy. The high motivation found in early school years often fades into a loss of commitment and interest, other than in the prospect of early marriage.

If today's expanding opportunities are to mean individual freedom rather than bewilderment, girls need more adequate guidance than is now generally available. In the elementary school years, and especially in the years of junior high school, senior high school, and college, the counselor can help to assure that the student's decisions are

not made by default. Imaginative guidance can also serve to counteract the lack of parental stimulation and the dulling effects of a century of racial prejudice.

Doors can be closed to scientific and technical fields early in the educational process if a student fails to obtain the necessary mathematical and scientific foundation. Too often girls of talent and aptitude are steered away from these fields, and if they do discover their interests and abilities, they may be unable to regain the ground they failed to cover. Girls, along with others, should be encouraged when they are young to develop curiosity, intellectual independence, manual dexterity, familiarity with tools, and other attitudes and experiences relatively neglected for them in our culture.

The loss in personal development, commitment, and socially needed skills is pointless. It can be overcome—by parents, teachers, counselors, publishers, librarians, toy manufacturers, and the mass media—without any corresponding loss to the areas in which women are now needed and most effective.

Widening the choices for women to contribute to the world beyond the doorstep does not imply neglect of their education for responsibilities in the home. Rather, increasing consideration should be given to education about health, home, and family.

Whatever her education, her family income, her cultural heritage, almost every American woman will be, to some extent and for some period of her life, a homemaker. The overwhelming majority will be mothers, bearing the responsibility for their own physical well-being and for that of their children. With increased participation of women in the labor force, the need for instruction and assistance in physical and mental hygiene and sound homemaking practice assumes additional importance for the many women who bear a dual responsibility and must be doubly expert in each job.

GUIDANCE AND COUNSELING

Recommendation 6

In a democracy offering broad and ever-changing choices, where ultimate decisions are made by individuals, skilled counseling must be an integral part of education.

(a) Public and private agencies should join in strengthening counseling resources. The number of well-qualified counselors should be increased at all educational levels. The pattern set by counseling and guidance institutes should be expanded and should include guidance personnel in college and elementary schools as well as high school counselors. Public and private agencies offering employment counseling should be adequately staffed and their standards raised.

(b) Comprehensive and accurate materials about women's life patterns and potentialities should be prepared for use by counselors at all educational levels, as well as educational literature describing occupational requirements and available opportunities for continuing education and training. These materials should be widely distributed to counselors, teachers, and those directly or indirectly involved in the guidance of young people.

Directories of qualified vocational and educational counseling facilities in communities and States should be prepared and made widely accessible.

(c) Educational institutions offering programs of counseling education and those offering training to established counselors should provide course material on the differences and similarities of the sexes, including life patterns, role expectations, native abilities, and interests. These institutions should also offer supervised practical experience in counseling girls and women. Such material and practical experience should give special attention to girls and women from low-income and minority groups.

Discussion of Recommendation [81]

There is a close relationship between education and employment opportunities available to women and the help that counselors give to girls in high schools. As visible opportunities grow, especially for mature women, counselors will become more sympathetic to a long-range approach and help girls plan for a foreseeable interruption and a future beyond, rather than for only a few years after school.

Public and private-nonprofit employment counseling organizations, as well as educational institutions, should be adequately staffed to provide comprehensive and imaginative counseling services to (1) girls, not only high school seniors but those in their earlier years, and women engaged in higher education and continuing education; (2) women workers either entering the labor market, displaced from their jobs by economic changes, staying in on a part-time basis, or reentering; (3) women wishing to make constructive use of their leisure, whether outside working hours or at times of lessened home responsibilities, or after retirement.

(a) Public and private agencies should join in strengthening counseling resources. The number of well-qualified counselors should be increased at all educational levels. The pattern set by counseling and guidance institutes should be expanded and should include guidance personnel in college and elementary schools as well as high school counselors. Public and private agencies offering employment counseling should be adequately staffed and their standards raised.

In our complex society, girls and women need imaginative guidance that will enable them to develop their full capacities and meet their obligations. This goal will not be attained until there is a sufficient number of qualified counselors.

In 1961-62, about 36,000 persons performed some counseling functions in public secondary schools. The recommended ratio of full-time guidance counselors to secondary school students is 1:300, while the present ratio is roughly 1:500. Throughout the entire Nation, there are estimated to be only 5,000 counselors working in elementary schools.[82]

Expanded counseling facilities have been urged recently by two Presidential advisory groups: The President's Committee on Youth Employment and the Panel of Consultants on Vocational Education.

The Federal program of counseling and guidance training institutes, under the National Defense Education Act of 1958, has increased the numbers of qualified secondary school counselors. As of late 1962, 11,524 people had attended the academic year institutes which train secondary schoolteachers to become counselors.[83] Of this number, 30.4 percent were women. This is in line with the situation in the counseling profession generally and is worthy of notice.

Elementary school guidance grows in importance with the realization that attitudes and expectations crystallize early. Yet there are relatively few counselors now working at this level. A different pattern of approach to guidance is needed, and the possibilities are just beginning to be explored. At this age level, counselors could begin to foster a climate of high expectations, working closely with children, parents, and teachers. Those interested in elementary school guidance should have the opportunity to benefit from the NDEA or successor governmental programs.[84]

College personnel—deans of students, resident hall staff, and placement officers—might be interested in such opportunities for counselor education. They work with students in informal situations where there are important opportunities for guidance. Teaching faculty members designated as academic advisers also perform a counseling function.

An extension of the NDEA to include elementary and college levels and a broad interpretation of the term "counseling" to include all personnel who work closely and continuously with students would further strengthen counseling services in education.

Today there is an urgent need for straight vocational guidance. Uncertainties beset the 16-year-old dropout from high school, the high school graduate, the young college graduate, and the mature woman seeking employment.

Available statistics suggest that the State employment service offices offer vocational guidance or information to the greatest number. They reach about two-thirds

of each year's high school seniors who need employment;[85] they likewise counsel annually some three-fourths of a million women jobseekers.[86] Yet a survey in 1962 revealed only 3,120 counselors in various State employment services, and only 35 percent of these were full-time counselors.[87] New sources must be tapped to relieve this shortage of qualified personnel. Mature women with backgrounds rich in experience represent one potential source. Many more might enter counseling if government and university training programs could make administrative adjustments to fit the realities of their lives. An increase in the number of these women would not only enlarge the reservoir of guidance people sensitive to the needs of girls but would serve to illustrate the very life patterns described.

Some State certification requirements for school counselors may be unnecessarily discouraging. High standards must be maintained, yet requirements should be relevant to the work done. For example, some have criticized teacher certification for guidance counselors—a requirement which increases the amount of preparation time and thereby discourages many women from entering guidance work.[88] This problem deserves careful examination.

But unenforced standards are clearly of little use. A 1960 survey indicated that only 43 percent of school counselors spending more than half time in guidance work were certified by their States.[89]

Lack of adequate preparation is found in public and private agencies offering vocational guidance. Counselors in public employment offices do not meet the standards recommended by either the United States Employment Service or professional organizations in the field.[90]

The demand by governmental and professional groups for higher and better defined requirements in counselor education does not point toward further rigidity. Rather, it indicates a need for careful reassessment of State requirements and practices which ultimately should raise the standards and enlarge the source of supply.[91]

Even for the most highly qualified counselors, continuing education should be made a normal part of their working life. They operate at the frontiers of social change and their education is never completed.

(b) Comprehensive and accurate materials about women's life patterns and potentialities should be prepared for use by counselors at all educational levels, as well as educational literature describing occupational requirements and available opportunities for continuing education and training. These materials should be widely distributed to counselors, teachers, and those directly or indirectly involved in the guidance of young people.

Directories of qualified vocational and educational counseling facilities in communities and states should be prepared and made more widely accessible.

While there are several bibliographies of varying length and depth,[92] comprehensive material about women's lives and work patterns may help working counselors gain the knowledge and concern needed for effective guidance of girls. The growing body of literature on women has not yet become part of the cultural heritage of those advising our youngsters.

There may be many explanations. There is a relatively low and decreasing number of women counselors and counselor educators.[93] The economic and social background of counselors, personal attitudes and insecurities, and general cultural attitudes all have their effect. We need to know more about the attitudes of those responsible for counseling girls to see what importance these factors may have.

It is certainly true that, whatever the causes, girls too often are denied the helpful realistic picture of their possible future life. Even the simple facts that the median age at which American women complete childbearing is 26, and that 4 out of 5 young women today may expect to work at some time during their lives, can have an impact on the advice given and the choices made by the student.

The proposed materials should be broad in describing the status of women in our country and should include changing employment trends, occupational descriptions, and training requirements and opportunities. They should be prepared for local and nationwide use. Part-time employment should be thoroughly explored. This has informational value, and can help educate employers to understand this increasingly common pattern for women. Such materials are sorely needed by girls of minority groups, since they often are unaware of the opportunities now opening up.

However, the dissemination of accurate information will not be enough to raise aspirations, counter stereotypes, and stir the imagination. The use of biographies, films, and taped interviews to offer models with whom students can identify represents an approach to guidance that enlarges the students' horizons at an age when choice is widest.[94]

Wide dissemination would be of great importance. Materials could be prepared by the Women's Bureau, or by adequately equipped private and professional organizations, and distributed to counselors, teachers, and guidance personnel in public and private offices.

For many young girls and older women, the lack of knowledge about available counseling services has limited their vision of job and training possibilities. Directories listing all qualified vocational and educational facilities in communities and States would be of great service to girls and women entering or reentering the labor market. It could bring to light existing facilities under varying auspices which may not be widely publicized.

The preparation and wide distribution of such a directory should be viewed as a community responsibility. It could be undertaken by a committee which might include people concerned with social welfare, education, local labor market problems, and, of course, those concerned with setting high standards in the counseling profession.[95]

> *(c) Educational institutions offering programs of counseling education and those offering training to established counselors should provide course material on the differences and similarities of the sexes, including life patterns, role expectations, native abilities, and interests. These institutions should also offer supervised practical experience in counseling girls and women. Such material and practical experience should give special attention to girls and women from low-income and minority groups.*

While materials about women prepared for counselors will be of great value, the quality of counseling available to girls and women has been hampered by the failure of programs of counselor education to give due emphasis to the differences and similarities of the sexes. Yet counselors need a thorough understanding of different developmental and life patterns in order to counsel girls and women. Supervised practical work will be needed to reinforce any course work that is developed. The counseling of girls and women might well be developed as a field of specialization, and include material from related areas of family life, home economics, and child development. We can expect increasing demands for counselors able to help mature women gear their lives to new educational and vocational opportunities.

The changing patterns for women are so widespread that even with a tremendous growth and improvement of counseling facilities not every individual in need of guidance can be reached directly. Only a small proportion will have the benefit of an interview. Counselors must take a broad view of the channels available–teachers, parents, and the individuals who have been counseled. In that way they can serve widely as catalysts for change.

EDUCATION FOR HOME, HEALTH, AND FAMILY

Recommendation 7

There should be a thorough examination of the educational programs offered to prepare girls and women of all ages, educational levels, and cultural and economic backgrounds to fulfill their responsibilities for homemaking, health, and family life.

(a) There should be widespread support of experimental approaches concerned with content, teaching methods, and timing in such areas as the care and development of children; human relations within the family; home management conceived as the use of human and material resources

for achieving family goals; nutrition and food; consumption and other economic aspects of family life; housing for the family–its equipment and furnishings; textiles and clothing; the uses of family leisure–all within the context of a rapidly changing technology.

Physical and mental health should be taught in ways that will lead to the translation of knowledge into daily living habits, especially among the deprived.

(b) Women should have the opportunity for education about human reproduction and sexual activity in the context of education for family responsibility.

Discussion of Recommendation

The expectation that a woman will become a wife and mother differentiates the educational requirements of girl and boy from the very beginning. Needs vary not only between the sexes but also within the social and economic structure. Fulfillment of the differing needs is by no means simple at any stage in the educational process, nor is there agreement among educators on the best way to proceed.

There is broad agreement that the responsibilities of the wife and mother include guiding the general development of children and youth, developing and maintaining a stable emotional climate within the family which will help each member of the family develop his potential, and, finally, creating and maintaining a home to meet the myriad needs of the family.

The father of course shoulders a large share of these responsibilities. His educational and family heritage, his attitudes, as well as his position on a job and in the community, shape his family environment. The importance of his influence and responsibility should be kept in mind in any efforts to redesign education for family life.

Each wife brings to her marriage an educational dowry that has been collected widely–in her parental home, in her school, from her friends, and from the organizations with which she has been associated. As the family cycle develops, each mother in turn transmits to her child much of her own collection of attitudes, values, and hopes–or lack of hope–for the future. Her general educational background and concern for education, her cultural heritage, level of aspiration, and experiences provide her with a frame of reference for raising her children. The contribution of the school is of great importance, even when the home offers a rich heritage. In families unable to offer very much, the children must rely upon what they learn in schools and other outside agencies.

Education for homemaking has become an elastic concept. Home economists realize how much more is involved in the education of a wife and mother than the once traditional teaching of cooking, sewing, and housekeeping skills. Apart from evident family benefits and the personal satisfaction of the homemaker, increased competence frees a woman for additional interests and even opens possibilities for the use of homemaking skills in home-related occupations.

Neither home economics nor health education can be taught once or only at one level. These subjects have different relevance at various stages in the development of the individual. For youth, they are widely sponsored–by the YWCA, Girl Scouts, Campfire Girls, 4-H Clubs, the public schools, to list some. Each agency can supplement the work done by others. Of all of them, the school is the most universally accessible.

The school offers a systematic approach to principles of family life which can help the student understand her way of life and articulate her objectives.[96]

The content and emphasis of the education offered must be adjusted to fit the educational, cultural, and social background of the student. Some needs are obvious and pressing; for example, children from deprived areas, both rural and urban, must see the basic facts of nutrition and health translated into their own living. Only then can they care for their bodies and those of the children they will have.

The wide choice of products in the market calls for a realistic and thorough study of consumer goods and practices by those with much–or little–to spend. Dependable information, including governmental activity on behalf of consumers, must be made readily accessible.

Other needs are more subtle but also pressing, both for the privileged and the deprived. Futility, frustration, and a lack of understanding about many aspects of sex, marriage, and family living are expressed by some women from all economic groups.[97] The range of educational needs, then, runs the gamut from the basics needed for health, to intelligent buying of necessities of life, to ways of approaching the subtleties of human relations.

Within schools, often with the help of the Federal and State Governments, home economics instruction is increasingly available, increasingly concerned with problems actually faced by homemakers. This instruction now draws upon social sciences and attempts to integrate knowledge from many other disciplines, bringing all to focus on home and family.

Under the Smith-Hughes and George-Barden Acts,[98] the Home Economics Education Branch in the Vocational and Technical Education Division of the Office of Education aids State departments of education in planning and carrying out home economics programs in the schools. Eight million dollars in Federal funds are now being matched

almost 8 to 1 by the States. Federal money has been used for reimbursement of salaries of State supervisors and teachers. But perhaps its most important function is consultation designed to develop curriculum, to promote research, and to improve the training, supervision, and the intellectual growth of teachers of home economics. Although a high proportion of secondary schools offer some home economics instruction, the foundation given in elementary schools could be strengthened.

For deprived groups, particularly, considerably more instruction is needed to help build sound health practices at an early age. Teachers are using great imagination to develop early understanding about nutrition which can reach through the child to her family. In Tacoma, Washington, for example, fourth graders used rats in an experiment designed to show the need for a balanced diet. They worked with two rats—one was fed a proper diet, the other an inadequate one. The rats were weighed, fed, and cared for by the students. When the two groups showed marked differences, the diets were switched, and the students observed the changes.[99]

Many teachers are sensitive to the poverty of background with which they must work. Many are quick to use examples and point out the personal relevance of general theories and facts. Much of this teaching must come in the interstices of classroom learning and depends as much upon the quality and understanding of the teacher as upon the design of the curriculum.[100]

Teachers seize opportunities to teach about safety. Similarly, a widely publicized medical discovery or practice can be the occasion for exploring a range of health practices. Peace Corps volunteers have developed effective methods in the underdeveloped areas in which they teach to put across vital health information.[101]

In early adolescence, education for homemaking begins to have more immediate relevance to students while building a basis for more advanced work in senior high school. For many, junior high school instruction relates to tasks they have assumed at home—the buying of food and other products for the home, the selection and care of their own clothing, and caring for younger brothers and sisters and neighbors' children. The girl from the disadvantaged home can be greatly helped to broaden her horizons while understanding her own family's individuality and learning to accept much of it.

At the senior high school level, teachers must reach girls who, with all of their adolescent concerns, look toward early marriage without thinking past the wedding ceremony.

Instruction helps these girls to learn about their responsibilities in the total family cycle and to gain understanding of the short and the long range. When they are taught wisely and sensitively, girls have an informed basis for evaluating early marriage and childbearing. Further, teachers of home economics and members of home economics

youth organizations are beginning to reach the girls who are likely to leave school early and encourage them to continue their studies.[102]

Some of the imaginative experiments in high schools combine practical nursery school experience with theoretical material and child development. Some schools offer nonprerequisite 11th and 12th grade courses that emphasize the immediate problems of marriage, parenthood, home management, and consumer knowledge.[103] Some teachers make an effort to visit homes to talk with parents about objectives and activities of the courses.[104] They enlist parental support and even participation. Cooperative family instruction has enormous potentialities for deprived areas, as experimental programs have indicated.[105]

In many areas a pregnant girl is required to leave school, even if she is married, and some schools do not permit married students to attend at all. The needs of these girls are not being adequately served, and the effects on the new generation should not be ignored. In some instances, private groups have moved to fill the gap,[106] and some schools do urge the mother's return after the birth of her baby.

The Committee endorses special programs for the out-of-school girl whose early marriage, or sole responsibility for her children, makes her needs for education in home management, child care, and health especially poignant. These programs may serve as a slender thread to connect them with the school and to give them the immediate education and help they need to function.

Considerably more research and evaluation is needed to show the relevance of experimental courses in family life to problems of girl dropouts, delinquency, and illegitimacy. The effect on early marriages of broad-range systematic education in homemaking is not yet clear. We need careful evaluation, too, of the growing number of senior high school courses in social and economic responsibilities involved in establishing a home that are studied by boys and girls together.

Teachers and researchers are seeking to understand the impact of course content and methods on students from different economic and social backgrounds and from different regions of the country. An increase in experimental efforts by schools, public and private welfare organizations, and those whose central concern is city blight will enhance this understanding.

Colleges are finding new ways to help students prepare for marriage and family life through course work and extracurricular experiments. In some universities, departments of home economics have developed courses of general interest for a wide student body, often in cooperation with other departments. Psychologists, sociologists, and anthropologists have successfully brought their disciplines to bear upon the personal concerns as well as the intellectual life of the student.[107] Studies in family relations

and child development, for example, are gaining enough intellectual vitality and meaning to appeal to college girls from many fields of concentration.[108]

The Committee looks with great interest upon a wider use of noncurricular experiments: informal discussion groups, cooperative houses, apartment living arrangements for student groups that offer home economics consultation, and homemaking experience in designated families.

The need for continuing and easily accessible education is most acute for women immersed in daily problems of health, home, and family. Despite all that is offered by the schools, for many women the first moment of real focus will be the unmade double bed or the howling wet infant.

A variety of organizations and educational approaches are needed to meet special needs of the teenage mother, those who live in overcrowded slums, wives of migrant workers, newcomers to this country, the physically handicapped, the mentally retarded, and the homemaker who is employed outside the home.

Many schools and agencies offer education and personal consultation. Public school adult educational programs are widespread and often of very high quality.[109] They are accessible and, for many, a comfortable and familiar environment for study. Nursery schools and parent-teacher associations offer parent education. Church, public departments, and private organizations, such as the Young Women's Christian Association, offer courses or lectures to help women with their homemaking and childrearing responsibilities. Public housing projects, with outside assistance, have created their own internal centers for homemaking and child care education and advice. These have been well received and progress is tangible, with the benefit of a breaking down of urban isolation as well.[110]

The possibility of combining the many types of educational and consulting services to women and families into neighborhood centers should be explored. A little help, at a crucial time, can go a long way. It should not be too much to expect each community to provide some kind of center for homemaking education and help.

The Committee endorses the recommendation of the Committee on Home and Community which calls for the establishment of home management advisory services in urban and suburban areas similar to those available to women in rural areas through the Cooperative Extension Service of the Department of Agriculture and the land-grant colleges and universities. Personal consultation and advice integrated with group instruction is a most helpful form of education, and this service has been a model.

The Committee also endorses the recommendation of the Home and Community Committee for the establishment of readily accessible health services as part of community health programs accompanied by the dissemination of health information. Such programs, supplementing existing services, should foster sound health education, good health practices, and disease control that will help avoid preventable human waste and suffering.

(b) Women should have the opportunity for education about human reproduction and sexual activity in the context of education for family responsibility.

Society as a whole and the individual both have a vital stake in wise decisions in the whole area of sex activity. To the Committee, the education of the individual, his or her opportunity to acquire information and to develop moral values, represents the best chance and the best hope for wise decisions by the individual in any area.

The Committee recognizes that the subjects of sex education and family planning are surrounded by many inhibitions in our society and that any proposal for wide-scale dissemination of sex information arouses deep-seated apprehension among many otherwise education-minded citizens. This apprehension is based, in part, on the fear of unwise use of the knowledge by young people. However, ignorance has been the cause of considerable social and personal damage. Premarital pregnancies, abortions, neglected children, and severe welfare problems strain our resources and our democratic ideals.

There are successful educational endeavors which offer guidelines for expanded programs. Many schools teach about reproduction at the elementary level as part of health education or as part of science courses and include laboratory work with animals.[111] In this way, a firm scientific basis is given for understanding human reproduction and anatomy. Comfortable attitudes can be rooted early, and curiosity can be satisfied in a matter-of-fact way.

Junior and senior high schools have developed sex education courses within the framework of health education, general or biological sciences, or home economics. These efforts contribute to the student's knowledge of physical development and to his understanding of how one's biological drives influence his relations with others. In a few areas, experiments are underway to make this education sufficiently practical so as to help lower the rate of illegitimacy.

College courses on family life and parental responsibility deal with problems of sex education and principles of family planning. At Howard University, in a Family Living course, freshman girls meet with social workers from the Planned Parenthood Association and are taught about birth control.

Georgetown University recently has accepted a grant from the Ford Foundation to explore acceptable ways of dealing with the problems of population growth.[112]

State and community health and welfare departments have begun to see education in family planning as one method of reducing some of their most severe problems. The District of Columbia Health Department has arranged for a Planned Parenthood social worker to instruct and consult with women at all of its maternal clinics. In Illinois, the Public Aid Commission adopted in December 1962 a "policy of providing assistance for family planning for any recipient having a spouse or a child, who requests such assistance, including payment for services and prescriptions of physicians."

Further development by public and private groups of teaching materials for sex education will indicate ways to reach students of different ages and cultural background and indicate the complexity and manner best suited for different age levels. The simplest presentation and the most complicated should stress responsibility—the responsibility of the individual woman to herself, her husband, and her children.

EDUCATION FOR VOLUNTEERING

Recommendation 8

(a) Education in volunteer work should be offered to adolescent girls as part of their preparation for citizenship.

(b) Ongoing education of volunteers sponsored by volunteer organizations themselves, by communities, and by educational institutions should be more widely available.

Discussion of Recommendation

Since women form the ranks of most active volunteer organizations in our country, education for this work is of special concern to them. Volunteering, though, in its broad sense is by no means limited to women—college and organizational fundraising, trusteeships, political and civic affairs all enlist the services of men.

Volunteer work embraces both service and social innovation. Volunteer work broadens the definition of service and points up social needs which expand rather than limit future employment. Rapid changes and displacements in our way of life call for many experimental thrusts, even an improvised service in answer to a felt need. Volunteer efforts often point the way to longer range planned solutions with a relatively small expenditure of time, funds, and personnel. We already have cited some examples—in school systems, urban "grey areas," and housing projects. The Peace Corps has provided a new concept in service.

While volunteer work itself offers educational enrichment, preparation at all levels is of real importance. For teenagers, education and experience in volunteer work has special value: an early commitment to problems beyond the personal may help to ease some adolescent restlessness.

Several school systems have introduced courses in connection with field work in community welfare organizations. The American Friends Service Committee has conducted weekend work camps for many years. Many colleges provide opportunities for volunteer work. In some cases this is closely supervised and evaluated as part of academic work in sociology or social work.[113] Elsewhere, volunteer work may be entirely extracurricular but well organized and part of a longstanding university tradition.

Some school systems have welcomed the school-related volunteer, often a college student, as a partial answer to their pressing needs. University of Chicago, Harvard, and Princeton students, for example, tutor youngsters in reading, mathematics, and other subjects. The New York City School Volunteers has college students among its many dedicated mature volunteers who work, in part, with Puerto Rican children, helping them to learn the English language and American ways.

The National Student Association, which embraces students from many campuses, expressed a strong desire to contribute time and talent to volunteer efforts in their endorsement of a National Service Corps in 1963. The Northern Student Movement, student inspired and run, is tackling the effects of racial discrimination by educational projects—tutorial neighborhood renewal—in major urban areas.[114]

When efforts have been made, organizations have been able to harness the energy and idealism of young people without giving them only "busy work." An expansion of opportunities for effective volunteer education and work for students is needed not only to continue our reservoir of dedicated adult volunteers but also to spark an interest among students to consider careers in the helping professions in which shortages are so acute.

Ongoing education and training for volunteers should be more widely available. Many organizations are reevaluating their training programs to see if they can be made more appropriate to the work to be done. Some work requires rigorous long-term education, perhaps in connection with academic training. Other volunteer jobs require shorter and simpler preparation. Certain jobs call upon executive skills acquired elsewhere but now applied in a new context.

At the Consultation on New Patterns in Volunteer Work held by the Committees on Education and on Home and Community,[115] participants distinguished between educational needs of the "career volunteer" and the more casual worker whose primary commitment is outside her volunteer work. For the career volunteer, a long-range program of

study at advancing levels is needed, and the job responsibility should be in accord with the training. For most volunteers, some educational backstopping is needed. Because volunteer work consumes the energy of so many able women, cooperative experimentation by universities, volunteer groups, and public authorities might be very fruitful. At all levels, training programs must seek to broaden the base of participation and attract people from minority groups and from areas which are most in need of services.

Finally, in this era of specialization, more thought should be given to the education and utilization of the "generalist" in the community—that person who is able to cut across many disciplines and spark new solutions to troubling problems.

RESEARCH ON THE EDUCATION OF WOMEN

Recommendation 9

A program should be established in the Office of Education for surveying and summarizing research on women's education, preparing statistics, encouraging expanded and new studies, and fostering inclusion of separate data on men and women in research projects. The program would disseminate findings and make available knowledge of current research.

Such a program would help prevent waste in research because of the failure to consider sex differences in the design and conduct of projects. In the past and in much current research, no provision has been make to take note of sex differences. Averages that include performance by men and women often obscure the facts about both. In some studies, different questions or an entirely different design had to be developed because life patterns of women differ so markedly from those of men.[116] For example, girls are found to respond differently from boys to inquiries about future planning, motivation, and values.[117] In some cases, girls and women have been excluded altogether from the study.[118]

There are many current research efforts that bear directly or incidentally on women's education. By collecting and surveying this available research we can increase what is known about how women learn, in what ways they use or want to use the education they receive, and how they might be more satisfactorily educated.

A program in the Office of Education would canvass the work of many disciplines and make information about work in progress more widely available. It should be able to determine what additional information about women's education could be gathered through existing channels—through government agencies or special commissions and within ongoing research projects in government, the universities, and elsewhere.[119] Census data could be organized and developed to provide valuable insights. This program could affect the design of broad projects so that information about the education of women would

be gained thereby. It would open new areas for research. Little is known about creativity in women, for example.[120] And many feel that no adequate psychology of women has been written.[121]

We want to know much more about the effects of social, economic, racial, religious, ethnic, and regional backgrounds on the education and aspirations of women and on their learning process.[122]

More research about the complex factors which affect the motivation of girls at all stages and from all backgrounds will help us to provide eventually the climate and kind of education that encourages achievement from the earliest stages onward.[123]

A great deal of thinking is now being done about the need to teach problem-solving ability and broad based fundamentals that will survive technological change. Does this have special meaning for women who can be expected to interrupt and resume a field of study or a job?

Since World War II, research not only has become a more important part of the educational pattern, but the very character of research itself also has changed. New techniques and methods and different theoretical orientation[124] have been brought to bear upon old problems. The definitions of education[125] and intellectual achievement[126] have been broadened, the meaning of IQ has been reconsidered, and the environment as it interacts with and modifies intellectual achievement has been studied.[127] We see a growing tendency of researchers to study the student in his social setting rather than in an artificial laboratory environment.[128] There is a need to relate the new thinking on educational and psychological research specifically to problems of the education of women.

So fast is the pace of change in educational research that it would be desirable for this proposed program to have competent outside advice systematically available. A group of scholars from the many relevant disciplines should be organized to serve as a permanent consultative body.

This body could encourage development of more comprehensive research models for large-scale research and could offer guidance as well on the design of smaller projects.[129]

Although much of the research will be long range in nature, it is also important during the process of investigation that tentative findings and hypotheses find their way into the areas where practical decisions are made so that they can be put to the test of concrete human situations. Potential benefits and mistakes could thus be appreciated as early as possible.

CONCLUSION

The development of individual capabilities for effective participation at all levels of society is increasingly and continuously dependent on education. This is true of the person seeking a job whether paid or volunteer. It is especially true of women who bear such a large responsibility for the care and development of the next generation in the Nation's homes, schools, and communities.

But individual motivation and institutional policies depend upon society's expectations of women and the uses found for their education.

Some of the recommendations in this report represent revisions or extensions of traditional programs which for one reason or another are not yet as widely available or availed of as they should be. Others reflect needs that are emerging as our society changes and the individual life spans an ever-accelerating succession of changing situtions. The adjustments required of women have been particularly acute; the combination of several careers in a single life, the productive use of increased leisure—these are general problems today. The educational remedies we are proposing should be made generally available.

In identifying and correcting the difficulties of any segment of society, the whole is strengthened, particularly if the segment represents half the population and is widely distributed through it. Our concern for the status of women is fundamentally a concern for human fulfillment.

NOTES

Chart. *Educational Attainment: March 1962* (U.S. Bureau of the Census, Current Population Reports), Series P-20, No. 121, table 1.

[a] Ibid.

[b] Data from U.S. Department of Health, Education, and Welfare, Office of Education, to be published in 1963 edition of *Digest of Educational Statistics.*

[c] *Opening Fall Enrollment in Higher Education* (U.S. Department of Health, Education, and Welfare, Office of Education, 1962), OE 54003, Circular 697, table 1.

[d] *Summary Report on Bachelor's and Higher Degrees Conferred During the Year 1961-62* (U.S. Department of Health, Education, and Welfare, Office of Education, April 1963), OE 54010-62.

[1] A. A. Liveright, *Adult Education in Colleges and Universities* (Chicago, Center for the Study of Liberal Education for Adults, 1960), No. 30.

[2] *Educational Attainment: March 1962* (U.S. Bureau of the Census, Current Population Reports), Series P-20, No. 121, table 1. Solutions are made even more complex by the fact that functional illiterates are concentrated mainly in the following groups: older persons; persons living on farms, mostly Negroes; persons of rural backgrounds moved to urban areas; and migrant farm workers.

[3] Ibid.

[4] *Manpower Report of the President, and A Report on Manpower Requirements, Resources, Utilization, and Training, by the U.S. Department of Labor, Transmitted to the Congress March 1963*, p, xii.

[5] See also *Program for Education: Message From the President of the United States Relative to a Proposed Program for Education, and a Draft of a Bill to Strengthen and Improve Educational Quality and Educational Opportunities in the Nation* (88th Cong., 1st sess.), H. Doc. 54, January 29, 1963.

[6] *Historical Statistics of the United States, Colonial Times to 1957* (U.S. Bureau of the Census, 1960), D 72-122, p. 74.

[7] *Manpower Report of the President,* op. cit. supra note 4, table 28, p. 100.

[8] *Annual Report on the Labor Force, 1950* (U.S. Bureau of the Census, Current Population Reports), Series P-50, No. 31, table 14.

[9] *Labor Force and Employment in 1960* (U.S. Department of Labor, Bureau of Labor Statistics, 1961), Special Labor Force Report No. 14, table C-6.

[10] *Interim Revised Projections of U.S. Labor Force, 1965-75* (U.S. Department of Labor, Bureau of Labor Statistics, 1962), Special Labor Force Report No. 24, p. 10.

[11] For major findings of the study, which is being conducted by John W. C. Johnstone, see *Continuing Education for Adults* (Chicago, Center for the Study of Liberal Education for Adults), March 31, 1963.

[12] *Statistics of Public School Adult Education, 1958-59* (U.S. Department of Health, Education, and Welfare, Office of Education, 1959), OE-13009, Circular 660, table 11, p. 13.

[13] Robert Schenz, "Undereducated Adults," *NEA* [National Education Association] *Journal*, January 1963, p. 20.

[14] *Manpower Report of the President,* op. cit. supra note 4, pp. 46-49.

[15] *Teaching Adults the Literacy Skills* (Washington, D.C., General Federation of Women's Clubs, 1963), p. i.

[16] Communication from Richard Cortright, Director of Education, Laubach Literacy Fund. Mimeographed materials may be obtained from the Fund.

[17] *Education of the Adult Migrant* (U.S. Department of Health, Education, and We fare, Office of Education) OE-13012, Bulletin 1961, No. 6, pp. 61-62.

18 *Continuing Education for Adults,* op. cit. supra note 11.

19 See Lawrence K. Frank, "A Plea for an Education for Women," reprint from *Vassar Alumnae Magazine,* May 1961, p. 1. The author discusses the special relevance for women of contemporary teaching methods which draw upon intuitive, analytical thought processes: learning by discovery. See also Robert J. Havighurst and Betty Orr, *Adult Education and Adult Needs* (Chicago, Center for the Study of Liberal Education for Adults, 1956).

20 *Education for a Changing World of Work* (U.S. Department of Health, Education, and Welfare, Office of Education), OE-80021.

21 From amendment to H.R. 4955 (June 3, 1963) adopted by the General Subcommittee on Education. Under a special formula of grants to States, this legislation proposes $45 million be spent for vocational education in the fiscal year ending June 1964, $90 million in 1965, $135 million in 1966, and $180 million in 1967 and each fiscal year thereafter. These sums are in addition to the $57 million now authorized by the Smith-Hughes and George-Barden Acts; see *Statement of Congressman John Brademas* [D-Ind.] *Before Education Subcommittee of Senate Labor and Public Welfare Committee, May 28, 1963.*

22 Enrollment of girls and women in federally reimbursed vocational educational programs exclusive of home economics and agriculture, as published by the U.S. Office of Education, Division of Vocational and Technical Education for fiscal year 1962, was as follows:

	Total	Girls and women	
		Number	Percent of total enrollment
All programs, except home economics and agriculture*	1,524,353	315,809	20.7
Distributive education	321,065	150,245	46.8
Trades and industry	1,003,382	110,685	11.0
Practical nursing	48,985	47,877	97.7
Fisheries	2,001	182	9.1
Technical education	148,920	6,820	4.6

*Home economics and agriculture are excluded because all enrollees in agriculture are boys and the federally reimbursed vocational programs in home economics provide instruction primarily for the purpose of preparing girls and women for responsibilities in their own homes.

23 In October 1962, there were 136,000 women 25-34 years of age enrolled in college. *School Enrollment: October 1962* (U.S. Bureau of the Census, Current Population Reports), Series P-20, No. 126.

24 Figures supplied by Dr. Ernest V. Hollis, Director of College and University Administration, Office of Education, U.S. Department of Health, Education, and Welfare.

25 *Digest of Educational Statistics* (U.S. Department of Health, Education, and Welfare, Office of Education), OE-10024, Bulletin 1963, No. 10, table 45, p. 97.

26 Harry L. Miller, *Liberal Adult Education* (Chicago, Center for the Study of Liberal Education for Adults, 1960), No. 30. See especially page 44 which describes the program of the Center for the Study of Liberal Education for Adults. It was established in 1951. Among its many activities are the wide reporting of adult educational efforts, some financial aid, and help in construction of and experiments with new models of liberal programs, in operation of a clearinghouse, and in research and conferences in the area of adult education.

The University of Oklahoma created a new degree program for adults, leading to a Bachelor of Liberal Studies degree in 1961, which allows for credit acquired since leaving the classroom. The Brooklyn College experimental degree program for adults has made special efforts to give credit for life experience and to plan the pace to fit the individual. See Bernard H. Stern, *Never Too Late for College: The Brooklyn Degree Program for Adults* (Chicago, Center for the Study of Liberal Education for Adults, 1963); and Donald McNeil, "The University and Adult Education," *Adult Education,* Winter 1963, pp. 80-85.

27 See *Carnegie Corporation of New York Quarterly,* October 1962, p. 4; Ernest Dunbar, "A Mother Returns to the Campus," *Look,* October 23, 1962, pp. 46-50; Vera Schletzer, "The Minnesota Plan," *Working Papers of the Conference on the Continuing Education of Women, Itasca State Park, Minn., Sept. 6-8, 1962* (Washington, D.C., American Council on Education, 1963), pp. 36-38; Virginia L. Senders, "The Minnesota Plan for Women's Continuing Education: A Progress Report," *Educational Record,* October 1961, pp. 270-278.

28 See *Women's Education* (Washington, D.C., American Association of University Women), December 1962, p. 3; and *Carnegie Corporation of New York Quarterly,* October 1962, pp. 5-6.

29 Ibid., p. 6; see also *Director's Report, Radcliffe Institute for Independent Study, September 1963* (Cambridge, Mass.).

30 See *Note and Comment* (Rutgers-The State University, 137 Church St., New Brunswick, N.J.), May 1963; see also Helen M. Marston, "Rutgers-The State University: Ford Foundation Program for the Retraining in Mathematics of College Graduate Women," *Working Papers of the Conference on the Continuing Education of Women, Itasca State Park, Minn., Sept. 6-8, 1962* (Washington, D.C., American Council on Education, 1963), pp. 43-46.

31 *Ten Years of Opportunity for Mature Women, Edgewood College Reports on Its Plan for Personal Development* (1962).

32 Communication from Mrs. David Levi, Director of the Program, Extended Course of Study for Women, Harvard University, Radcliffe College Administrative Board for the Degree of Masters of Art in Teaching, June 5, 1963.

33 Carnegie Institute of Technology, *News Release,* June 12, 1962.

34 *College Faculty Program* [for the graduate education of mature college women for faculty positions, 1962 through 1965], American Association of University Women Educational Foundation (Washington, D.C.), announcement, November 30, 1961.

35 *The Saturday Review,* May 18, 1963, p. 83, lists the following colleges and universities with programs for or including mature women: University of Akron, Barnard College, Brooklyn College, Chatham College, University of Cincinnati, University of Dayton, Goddard College, University of Kentucky, Lindenwood College for Women, Margaret Morrison Carnegie College, Marquette University, Mary Baldwin College, Milwaukee-Downer College, University of Minnesota, Monterey Peninsula College, Mount Holyoke College, University of Nebraska, New School for Social Research, Northeastern University, University of Oklahoma, Pacific Oaks College, University of Pennsylvania, Radcliffe College, Roosevelt University, Rutgers University, St. Joseph's College for Women, Sarah Lawrence College, Southern University and Agricultural and Mechanical College, Southwestern at Memphis, Maryland State Teachers College (Towson), Stephens College, Syracuse University, University of Toledo, Tulane University, Tuskegee Institute, Western Reserve University, Wisconsin State College (Platteville), Wisconsin Institute of Technology, University of Wisconsin.

The American Association of University Women sent out 1,167 questionnaires to colleges and universities to survey plans and programs of continuing education for women. They received about 700 replies, which are discussed in some detail in three issues of *Women's Education:* September 1962, pp. 1, 3, 7; December 1962, p. 3; March 1963, p. 3.

36 See *Continuing Education for Adults,* May 29, 1963, p. 2, for a discussion of a recent study in which the University of Oklahoma's mature Bachelor of Liberal Studies candidates seem to compare favorably on graduate record examinations with college students in general. See also Irma Hafter, *The Comparative Academic Achievement of Women Forty Years and Over and Women Eighteen to Twenty-Five,* Ph. D. dissertation, University of Chicago, 1961.

37 Doctorate Dissertation File, National Research Council, National Academy of Science.

38 Financial assistance is gradually becoming available. For example, Barnard College offers free tuition to alumnae who return to take a course in the regular program. Mount Holyoke College and Tulane University report having given financial aid to mature women who study for credit. Special assistance is given to mature women by Maryland State Teachers College (Towson). (See *Women's Education,* March 1963, p. 3.)

39 Communication from Robert J. Solomon, Director, Test Development Division, Educational Testing Service, July 8, 1963:

> Educational Testing Service has initiated a new program of tests. The Comprehensive College Tests, to provide measures of college-level achievement that may be useful for such purposes as (a) evaluating the status of those whose educational careers have not followed the typical pattern, (b) establishing standards for awarding college credit for work undertaken under arrangements which differ from the traditional pattern of college instruction, (c) assisting in the guidance and selection of students for upperclass study, and (d) helping institutions to assess the effectiveness of their curricula and the intellectual growth of their students. The program will include three levels of tests: (1) the General Examinations, which will provide comprehensive measures of undergraduate achievement in five basic areas of instruction—English Composition, Mathematics, Natural Sciences, Social Sciences and History, and Humanities; (2) the Supplemental Examinations, which, in combination with the General Examinations, will provide additional, more precise measurement of general achievement in certain areas subsumed in the General Examinations (e.g., a Physical Sciences Test); and (3) the Course Examinations, which will provide measures of achievement in certain widely taught undergraduate courses that are most frequently taken in the first two college years as required courses or as electives (e.g., Introductory Economics, Calculus, American Literature). The General Examinations, with norms and other interpretative information based on a representative sample of college sophomores, will be available for college use in spring 1964. The first of the Course Examinations, with norms based on regularly enrolled students who have successfully completed a college course in the subject, will be available in fall 1964. A brochure describing the program in greater detail will be available this September.

The State Education Department of New York appointed a 17 member advisory committee to help develop a series of examinations to measure competency in college subject areas. This project is being supported by funds provided by the legislature and by grants from the Fund for the Advancement of Education. "College at Home Weighed by the State," *New York Times*, December 7, 1962.

40 Stern, op. cit. supra note 26.

41 Adjustment of projections by the U.S. Department of Health, Education, and Welfare, Office of Education, and published in *Occupational Outlook Handbook*, 1961 ed. (U.S. Department of Labor, Bureau of Labor Statistics), Bulletin 1300, pp. 37-43.

42 Carl L. Freudenrich, Director, Division of Teacher Education and Certification, New York State Education Department, in an interview, stated that New York State had given proficiency examinations before 1913. In 1963, these examinations were resumed after a study was made. The first examinations were in foreign languages. Work is in progress for examinations in English, Chemistry, the History and Philosophy of Education, and Educational Psychology.

43 See James B. Conant, *The Education of American Teachers* (New York, McGraw-Hill Book Co., Inc., 1963). California recently has changed its teacher certification requirements. It now demands that teachers have substantive backgrounds in the areas in which they teach and a rich liberal arts education as well. See *Time*, May 10, 1963, p. 74.

44 One such group, recently formed, is called Catalyst. Members of its board of directors are Thomas C. Mendenhall (chairman), president, Smith College; Margaret Clapp, president, Wellesley College; Catherine Cleary, vice president, First Wisconsin Trust Co.; Paul L. Ward, president, Sarah Lawrence College; Douglas M. Knight, president, Duke University; and C. Easton Rothwell, president, Mills College. Copies of Catalyst's education program may be obtained from Jean Sampson, Labbe Avenue, Lewiston, Maine.

45 See *Reciprocity Progress* (Washington, D.C., National Council on Retirement, Research Division, National Education Association, 1959), Retirement Income Series 8.

46 Margaret J. Rioch, "Training the Mature Woman for a Professional Role," *AAUW* [American Association of University Women] *Journal*, May 1962, pp. 236-239.

47 Helen S. Kaplan, "A New Concept of Graduate Training for Women Physicians," *Journal of American Medical Women's Association*, October 1962, pp. 820-821.

48 See *President's Special Message on Mental Health* (88th Cong., 1st sess.), H. Doc. 58, Feb. 5, 1963.

49 Information supplied by Office of the Surgeon General, Public Health Service, Department of Health, Education, and Welfare.

50 The Chicago Council on Community Nursing sponsored refresher courses from 1957 to 1961 at 12 hospital centers in the Chicago metropolitan area. These courses were taken by 453 inactive registered nurses and were designed to update the nursing skills and tecnniques of the inactive nurse in preparation for full-time or part-time employment. A followup study of these women showed that 77 percent returned to work after the refresher course. Dorothy E. Reese, D. Ann Sparmacher, and Arthur Testoff, "How Many Caps Went on Again?" reprint from *Nursing Outlook*, August 1962.

51 Marston, op. cit. supra note 30.

52 See *Program for Education*, op. cit. supra note 5, and National Education Improvement Act of 1963, Title VI, p. 54.

See also H.R. 11340 and S. 3477 (87th Cong., 2d sess.). On October 2, 1962, the 1962 legislation passed the Senate but was not reported out by the Rules Committee of the House. See "Statement of Dr. Sterling M. McMurrin, U.S. Commissioner of Education," *Federal Assistance to General University Extension Education Programs, Hearings Before the Subcommittee on Education of the Senate Committee on Labor and Public Welfare on S. 3477, July 26, 1962.*

53 As of April 1963; from Economic and Research Division, Federal Communication Commission.

54 Statement by Lester Asheim, Dean, Graduate School Library, University of Chicago, in *Educational Television: The Next Ten Years* (Stanford, Calif., Institute for Communication Research, 1962), p. 34.

55 In 1962, Smith College offered a seminar in English literature with attention given to problems of presentation of the material to high school students. The seminar gave 3 semester hours' credit toward a Master of Arts in teaching.

56 Goddard College (Plainfield, Vt.) started a special adult degree program in summer 1963 leading to a B.A. degree. This program combines 6-month periods of independent study with weeklong residential seminars which initiate each 6-month cycle. *Continuing Education for Adults*, May 29, 1963, pp. 1-2. See also Antonia H. Chayes, "Sabbatical for Mother," *Radcliffe Quarterly*, November 1962, pp. 25-27.

57 "Thinking Ahead," *Harvard Business Review*, November-December 1958, pp. 23-37 +.

58 See Gardner Murphy, *Human Potentialities* (New York, Basic Books, 1958); Florence L. Goodenough, *Exceptional Children* (New York, Appleton Century-Croft, 1956); and Vivian Cadden, "Little Brains Think Big," *New York Times Magazine*, April 28, 1963, p. 89.

59 In addition, day nursery centers can be a source of learning and insights for those interested in research and in teaching. They can offer training opportunities for students and volunteers interested in

(Footnote 59 continued on p. 47)

(Footnote 59 continued from p. 46)

59 the helping professions and for older people with time on their hands. The value of good experimental nursery centers for the highly motivated and educated women who need some time to maintain their competence should not be underestimated and in fact can be made a part of continuing education programs, as was done informally in the Minnesota Plan.

60 "The majority of the mentally retarded are the children of the most disadvantaged classes of our society. This extraordinarily heavy prevalence in certain deprived population groups suggests a major causative role, in some way not yet fully delineated, for adverse social, economic, and cultural factors. A number of experiments with the education of presumably retarded children from slum neighborhoods strongly suggests that a predominate cause of mental retardation may be the lack of learning opportunities or absence of 'intellectual vitamins' under these adverse environmental conditions." *A Proposed Program for National Action to Combat Mental Retardation, The President's Panel on Mental Retardation, October 1962*, pp. 11-12.

61 Martin Mayer, *The Schools* (New York, Harper & Bros., 1961); John W. Gardner, *Excellence* (New York, Harper & Bros., 1961); Hyman Rickover, *Education and Freedom* (New York, E. P. Dutton & Co., Inc., 1959); and James Bryant Conant, *Slums and Suburbs* (New York, McGraw-Hill Book Co., Inc., 1961). See also the work of the National Committee for the Support of the Public Schools (1424 16th Street, NW., Washington, D.C.), including its booklet *Changing Demands on Education and Their Fiscal Implications* (1963).

62 A total of 127,165 additional classrooms were needed in the fall of 1961: 47.3 percent for excess enrollment and 52.7 percent to replace unsatisfactory facilities. Of the total needed but not available for the fall 1961 shortage, 62,737 were scheduled for completion during 1961-62. See *NEA Research Bulletin*, February 1963, p. 6.

63 See *Program for Education*, op. cit. supra note 5, p. 3.

64 Wilbur J. Cohen, "College Aspirations and the Future Demand for Higher Education", *Higher Education*, October-November 1962, pp. 4-10.

65 The "Higher Horizons" program in New York City has attempted to raise the intellectual aspirations of bright but culturally disadvantaged junior high school youth by a special enrichment program undertaken by the school system.

66 See Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," in A. Harry Passow, ed., *Education in Depressed Areas* (New York, Columbia University, Teachers College, 1963), p. 68.

67 See *Program for Education*, op. cit. supra note 5, p. 5.

68 Gardner, op. cit. supra note 61, p. 71.

69 *Projected Number of High School Graduates From Public and Nonpublic Schools* (U.S. Department of Health, Education, and Welfare, Office of Education, 1962).

70 *Illustrative Projections to 1980 of School and College Enrollments in the United States* (U.S. Bureau of the Census, Current Population Reports, 1961), Series P-25, No. 232, table 1.

71 Cohen, op. cit. supra note 64, p. 4.

72 Ibid., but also the study on which the article is based: James W. Morgan, Martin H. David, Wilbur J. Cohen, and Harvey Brazer, *Income and Welfare in the United States* (New York, McGraw-Hill Book Co., Inc., 1962). See also Jeanne L. Noble, *The Negro Woman's College Education* (New York, Columbia University, Teachers College, 1956); and *Adolescent Girls*, a nationwide study of girls between ages 11-18 made for the Girl Scouts of the U.S.A. (Ann Arbor, Mich., University of Michigan, Institute for Social Research, Survey Research Center, 1957).

73 *Opening Fall Enrollment in Higher Education* (U.S. Department of Health, Education, and Welfare, Office of Education, 1962), OE-54003, Circular 697, table 1.

74 According to a preliminary study made by Dr. J. Harold Goldthorpe of the U.S. Office of Education, the average annual expenditure of a student attending college and living away from home increased from approximately $1,400 in 1952-53 to $1,875 in 1961-62. When these figures are considered in relation to the median income of $6,608 in 1961 of heads of families 35 to 54 years of age, it is easy to understand why many families with modest incomes find it difficult to send a son or daughter to college, particularly if there is more than one in school at the same time.

75 From the Student Financial Aid Bureau, Office of Education, U.S. Department of Health, Education, and Welfare.

There were 214 women (14 percent of the total) who received NDEA fellowships. From the Graduate Fellowship Branch, Division of College and University Assistance, Office of Education, U.S. Department of Health, Education, and Welfare.

76 From the Division of Fellowship Awards, National Science Foundation.

77 A $50 million matching grant was proposed in 1962 in an early version of H.R. 8900, but the bill died when the House rejected the conference report. A similar measure was recommended by the President in his 1963 message on education.

78 A Jackson City, Fla., study of high school graduates revealed that, in 1948, the year before the Chipola Junior College was established, 7 percent of all high school graduates from Jackson City were attending college in contrast with 52 percent in 1958. This tends to reinforce the conclusions of an earlier study of 12,000 high school graduates which showed that 19.7 percent of the group attended college if there was no junior college in their community, 31.8 percent attended college if there was a tuition-charging junior college in the community, and 53.5 attended if the community junior college was tuition free. See Coleman R. Griffith, *The Junior College in Illinois* (Urbana, Ill., University of Illinois Press, 1945), p. 7, table 1.

79 For example, the Business and Technical Division of Long Beach City College admits students to intensive study programs at any time of the year; Tyler Junior College (Tyler, Tex.) schedules any class in the evening that is requested by 10 persons. Ralph R. Fields, *The Community College Movement* (New York, McGraw-Hill Book Co., Inc., 1962), p. 250.

80 1962 data from the U.S. Office of Education indicate that some 6,820 women are enrolled in NDEA technical training, of whom 5,465 were in extension programs. They constituted 5.7 percent of total enrollment.

81 The subject of counseling has cut across the boundaries of committees established by the President's Commission on the Status of Women. The Commission therefore created a special subcommittee representing the Committees on Education, Home and Community, Federal Employment, Policies and Practices, and Private Employment. Both educational and vocational guidance were discussed by the subcommittee, and many of its recommendations are incorporated in this report.

82 Estimates from studies made by the staff of the American Personnel and Guidance Association.

83 The National Defense Education Act, Title V(B), sec. 511, 72 Stat. 1580 (1958), 20 U.S.C. sec. 481 (1958), authorized an appropriation of $6,250,000 each year for 3 years to enable the Commissioner of Education to arrange, by contracts with institutions of higher learning, for counseling and guidance training institutes. Each individual attending one of these institutes receives weekly a stipend of $75 and an additional $14 for each dependent.

84 See Gilbert Wrenn, *The Counselor in a Changing World* (Washington, D.C., American Personnel and Guidance Association, 1962), pp. 120-126.

The proposed National Education Improvement Act, 1963 (H.R. 3000, S. 580, 88th Cong., 1st sess., Title IV, Pt. C., sec. 443), provides for the continuation of the counseling and training institutes and permits them to include preparation for elementary school guidance.

85 *Employment Security Review*, March 1963, table appearing on inside of back cover, and *Annual Report of Services to High School Youth for School Year 1961-62*, issued by the U.S. Department of Labor, Bureau of Employment Security with its United States Employment Service Program Letter No. 1419, April 2, 1963.

86 *Labor Market and Employment Security, Statistical Supplement* (U.S. Department of Labor, Bureau of Employment Security, March 1963), table I.

87 *Counseling in the Public Employment Service* (U.S. Department of Labor, U.S. Employment Service, Division of Counseling and Testing Service, January 1963), p. 5.

88 Esther M. Westervelt, *The Recruitment and Training of Educational/Vocational Counselors of Girls and Women, Background Paper for Subcommittee on Counseling of the Committees on Private Employment, Education, and [Home and Community] of the President's Commission on the Status of Women, 1963* (mimeographed, available from the Women's Bureau, U.S. Department of Labor), pp. 7-8.

89 Cited in ibid., p. 8, footnote 20, and based on forthcoming 1963 edition of *Occupational Outlook Handbook* (U.S. Department of Labor, Bureau of Labor Statistics), chapter on "Counseling"; see also Wrenn, op. cit. supra note 84.

90 In 1958, the U.S. Employment Service recommended new standards that called for a counselor to have a master's degree in vocational guidance or related fields—such as psychology, personnel administration, social work—or have a bachelor's degree and be credited with 15 semester hours of guidance courses plus some experience in the field. However, a 1962 study revealed that only 40.4 percent of the guidance counselors in the U.S. Employment Service met these requirements; see *Counseling in the Public Employment Service*, op. cit. supra note 87, p. 7.

91 Wrenn, op. cit. supra note 84, p. 137 et seq, and Westervelt, op. cit. supra note 88.

92 For example, see (1) *Selected Bibliography on Women's Education and Interests* (Cambridge, Mass., Radcliffe Institute for Independent Study, September 1963, reproduced as appendix E of this report); (2) *The Education of Women—Information and Research Notes, Index to Bulletins No. 1-13* (Washington, D.C., The Commission on the Education of Women of the American Council on Education, 1962); (3) Evelyn Perloff, *The Education of Women—General References, 1950-1961* (Lafayette, Ind., Purdue University); (4) Anne Roe, *Classified Bibliography of Women's Careers* (Cambridge, Mass., Harvard University, 1962); and (5) *Bibliography on American Women Workers* (U.S. Department of Labor, Women's Bureau, 1962), Bulletin 285.

93 About one-third of all high school counselors and two-thirds of the elementary school counselors are women. (Cited in Westervelt, op. cit. supra note 88, p. 7, and based on forthcoming 1963 edition of

(Footnote 93 continued on p. 49)

(Footnote 93 continued from p. 48)
Occupational Outlook Handbook, op. cit. spura note 89.) The fact that only about 30 percent of the enrollment to date on NDEA counseling and guidance institutes is female suggests that the trend for males to predominate in this field continues. (From a letter from Carl McDaniels, Associate Director, American Personnel and Guidance Association, January 16, 1963, cited in Westervelt, op. cit. supra note 88, p. 7.)

94 In an experiment at Michigan State University, Professor Elizabeth M. Drews has presented models in films in a ninth-grade guidance course that utilizes looseleaf textbooks with current materials, transcripts of interviews with the models, biographies, and intensive class discussion.

95 A guide to the preparation of directories is the *Directory of Vocational Counseling Services, 1961-1962,* issued by the American Board of Professional Standards in Vocational Counseling. This directory is limited to vocational counseling, but one could be prepared and expanded to include educational counseling as well, for many new vocations require further education and special training.

96 Ralph W. Tyler defines the basic tasks of the schools in "Educational Objectives of American Democracy," in Eli Ginzberg, ed., *The Nation's Children* (White House Conference on Children and Youth, 1960), vol. 2.

97 Robert G. Foster and Pauline Park Wilson, *Women After College: A Study of the Effectiveness of Their Education* (New York, Columbia University Press, 1942).

98 The Smith-Hughes Act of 1917 provided for the promotion of vocational education by permanent appropriation. Public Law 347, 64th Cong; 39 Stat. 929, 20 U.S.C. 11-15. The Vocational Education Act of 1946 (George-Barden) provided for further development of vocational education. Public Law 586, 79th Cong; 60 Stat. 775, 20 U.S.C. sec. 15.

99 Dennis Orphan, "White Rats Help Youngsters Learn Good Nutrition," *Today's Health,* March 1962, p. 34.

100 The Committee on Education recognizes the importance of physical education, but because of the work of the President's Committee on Physical Fitness, it was not explored further.

101 In one case, for example, whitewashing the school building became the occasion for teaching principles of light reflection and for discussion of the effects of lighting upon the eyes. Adapted from statement prepared by Dr. William Creswell of the Peace Corps and supplied by Elsa Schneider, Specialist, Health, Physical Education, Recreation, and Safety.

102 Edna P. Amidon, *The Education of Women for Their Role in the Home,* pp. 36-39 (paper prepared for the Committee on Education and available from the Women's Bureau, U.S. Department of Labor).

103 Ibid., pp. 30-35.

104 Schools receiving reimbursement for teachers' salaries from Federal Vocational Education funds make special provisions for home visiting and supervision of home projects carried by students.

105 Carl L. Marburger, in his chapter on "Considerations for Educational Planning," in Passow, op. cit. supra note 66, pp. 298, 311, describes the Detroit Great Cities School Improvement Project which has offered a rich, varied educational program for parents under Ford Foundation auspices.

106 For example, the Urban Service Corps of Washington, D.C., supported in part by private funds but placed in the public educational system, relies on trained volunteers to offer counseling, tutoring, and some vocational assistance.

107 Mirra Komarovsky, *Women in the Modern World: Their Education and Their Dilemmas* (Boston, Little, Brown & Co., 1953), especially Chapter 6, "Can College Educate for Marriage and Parenthood?"

108 See Mary Lou Kuyawski, "The Program of Family Relations at Earlham College," *Report of the Conference on Undergraduate Education for Women, Earlham College, 1962,* p. 63.

109 *With Focus on Family Living* (Federal Security Agency, Office of Education, 1953), Vocational Division Bulletin 249.

110 Marie C. McGuire, "Our Cities Need You," *Journal of Home Economics,* February 1963, pp. 99-103; Jerline Kennedy and Ruth Huey "Homemaking Education for Needy Families" *American Vocational Journal,* April 1963, p. 20.

111 See Ashton, *Anatomy and Physiology for Young Children* (Washington, D.C., Sidwell Friends School, 1946), mimeograph.

112 The Center for Population Research, recently established at Georgetown University, received $225,000 from the Ford Foundation for a 3-year program. "Catholic and Birth Control: Control of Research," *New York Times,* Aug. 6, 1963, pp. 1, 16.

113 For example, at Harvard College, Social Relations 188, Field Work in Mental Health, includes supervised experience with a mental patient as well as seminar discussion and reading in the area. This course work is in addition to the traditional volunteer work in schools, hospitals, and prisons conducted through Phillips Brooks House.

114 *Northern Student Movement Director's Report, Jan.-June 1963* (Thomas Gilhool, chairman, Peter Countryman, executive director, 404-A, Yale Station, New Haven, Conn.).

115 See *Four Consultations* (The President's Commission on the Status of Women, October 1963).

116 Eli Ginzberg's current research on Columbia University fellowship holders which will be entitled "Life Styles of Educated Women."

117 An analysis of the test results of an experimental program designed to stimulate and/or reinforce creative-intellectual attitudes shows that gifted adolescent girls appear to be more responsive to educational aids, encouragement, and specially prepared materials than boys. This was particularly true of humanistic-altruistic and aesthetic values. In these dimensions, the girls were initially stronger and showed more growth than did the boys in their particularly strong areas (for example, theoretical orientation).

118 In the *Report of the President's Committee on Youth Employment* (U.S. Department of Labor, 1963), no mention is made of the different problems of girl dropouts. See also *A Proposed Program for National Action to Combat Mental Retardation, The President's Panel on Mental Retardation, October 1962*, where sex differences are not dealt with.

119 More complete information on current large-scale projects can be obtained from the following sources: (1) Project TALENT (Dr. John C. Flanagan, President), American Institute for Research, University of Pittsburgh, Pittsburgh, Pa; and (2) National Merit Scholarship Corp. (Dr. John M. Stalnaker, President), 1580 Sherman Avenue, Evanston, Ill.

120 Statement by Dr. Abraham Maslow, Brandeis University, in a personal communication to Professor Elizabeth Drews, Michigan State University. For an example of work that has been done, see Ravenna Helson, "Creativity, Sex and Mathematics," *Conference on The Creative Person* (Berkeley, Calif., Institute of Personality Assessment and Research, University of California, University Extension, 1961).

121 Bruno Bettelheim, "The Problem of Generations," *Daedalus*, Winter 1962, pp. 68-96.

122 Noble, op. cit. supra note 72; Mrs. Raymond Harvey, a Committee Member and Dean of the School of Nursing, Tuskegee Institute, in a communication to the Committee on Education, December 29, 1962, stated: "The Negro family is only now changing from a matriarchy to a patriarchy. Traditionally, it has been the Negro woman who has been the real head of the family and who has kept the family together. The Negro girl is given preference in terms of education because she is going to be the one who will please the teacher, and who will get good grades in school, graduate, and go to work...."

123 National Manpower Council, *Womanpower* (New York, Columbia University Press, 1957), ch. VI, especially pp. 184-190; and Althea K. Hottel, *How Fare American Women? A Report of the Commission on the Education of Women of the American Council on Education* (Washington, D.C., 1955).

124 Ralph Tyler, *The American College and Student Personality* (Washington, D.C., Social Science Research Council, 1960).

125 See Aldous Huxley, "Education on the Nonverbal Level," *Daedalus*, Spring 1962, pp. 279-293; and Margaret Mead, "Where Education Fits In," *Think*, November-December 1962, pp. 16-22.

126 Elizabeth M. Drews, "Achievement," *Educational Leadership*, October 1962, pp. 11-15, 55.

127 In *Intelligence and Experience* (New York, Ronald Press Co., 1961), J. McV. Hunt has presented and reevaluated a good deal of research investigating the effects of environment upon intelligence. His analysis rejects the concepts of "fixed intelligence" and "predetermined development" and emphasizes the importance of the environment with which innate intelligence interacts, particularly at early stages of development.

128 Edward C. Tolman, "Performance Vectors: A Theoretical and Experimental Attack Upon Emphasis, Effect, and Regression," *American Psychologist*, January 1959, pp. 1-7.

129 David Clark, Director of Research, Ohio State University, and Nevitt Sanford, Director of the Institute for the Study of Human Problems, Stanford University, independently have done considerable work on the formulation of research models that will serve more adequately in the study of "real life" situations in the school, home, and community. Both emphasize the need to study developmental problems. Probably one of the most promising designs is the modified longitudinal study of overlapping age groups. Short-term research goals can be inserted, since there will be a demand that practical and immediate problems be answered. There is also a need to make provisions for immediate dissemination of research findings so that action can be taken.

RECOMMENDATIONS OF THE COMMITTEE ON EDUCATION

Elementary and Secondary Education for Adult Women

- A large-scale effort should be made by Federal, State, and local authorities and by private groups to provide a system of elementary and secondary education for adults. This system should be developed with regard for the special needs of women, and the life experiences of all adults which differentiates them from adolescents.

Continuing Education for Adult Women

- The opportunities for mature women to continue their education beyond high school should be greatly expanded and adapted to their needs. Colleges, universities, and vocational, technical, and professional schools should work toward:

  (a) The acceptance and encouragement of part-time study through such measures as grants of financial aid and increased flexibility in working out individual schedules;

  (b) Reexamination of policies on admission, academic prerequisites, transfer of credits, and graduation requirements (including such nonacademic requirements as residence and physical education);

  (c) Wider use of proficiency testing and other means to give credit for knowledge and experience acquired outside regular academic channels;

  (d) The establishment of bridging courses to rebuild habits of study, introduce new techniques, and provide the background and confidence for contemporary study and work;

  (e) The development of educational guidance services to help the mature woman deal with the problems and opportunities of resumed study and a possible second career;

(f) The creation of special programs to prepare mature women to work in fields where their aptitudes and urgent social needs coincide, such as teaching and nursing.

Financial Support for Continuing Education

- (a) Funds should be made available to colleges, universities, and vocational, technical, and professional schools to help mature women complete, augment, or redirect their education. Such funds could be used for research, experimental programs, extension of existing programs, teachers' salaries, new facilities, and, of great importance, development of adequate guidance programs.

  (b) Part-time students should be eligible under Federal fellowship, scholarship, and loan programs, as well as university sponsored financial aid programs, if they have a reasonable plan for part-time study and if they can show that a part-time program is necessary or advisable for them.

Continuing Education During the Years at Home

- New and imaginative educational programs should be developed for the woman in her home.

  (a) Educational television, radio, correspondence courses, and programed learning should be directed to this group.

  (b) Colleges, universities, and professional organizations should take greater responsibility for helping their alumni or members maintain competence and commitment during the years at home.

Basic Educational Quality

- Expanded educational opportunities of high quality are needed for all groups in our society and from kindergarten through graduate school.

  (a) Because of the importance of early educational experience, public and private kindergarten and nursery school facilities should be available to all. We recognize the educational potentialities of group care centers for children and for their mothers and endorse the recommendation of the Home and Community Committee for expansion and experimentation in this field.

(b) The Committee wholeheartedly endorses Federal legislation to improve American schools by providing financial support for expansion of facilities, increases in teachers' salaries, experimentation and research on curriculum and teaching methods, and development of new and effective vocational programs.

(c) The Committee supports legislation to increase opportunities for college, graduate, professional, and technical education. Federal scholarships and loan programs should be expanded, and benefits should be available to legitimate part-time students.

(d) Additional funds should be provided for community colleges to make advanced liberal and vocational education accessible and financially feasible for many more women.

Guidance and Counseling

- In a democracy offering broad and everchanging choices, where ultimate decisions are made by individuals, skilled counseling must be an integral part of education.

(a) Public and private agencies should join in strengthening counseling resources. The number of well-qualified counselors should be increased at all educational levels. The pattern set by counseling and guidance institutes should be expanded and should include guidance personnel in college and elementary schools as well as high school counselors. Public and private agencies offering employment counseling should be adequately staffed and their standards raised.

(b) Comprehensive and accurate materials about women's life patterns and potentialities should be prepared for use by counselors at all educational levels, as well as educational literature describing occupational requirements and available opportunities for continuing education and training. These materials should be widely distributed to counselors, teachers, and those directly or indirectly involved in the guidance of young people.

Directories of qualified vocational and educational counseling facilities in communities and States should be prepared and made widely accessible.

(c) Educational institutions offering programs of counseling education and those offering training to established counselors should provide course material on the differences and similarities of the sexes, including

life patterns, role expectations, native abilities, and interests. These institutions should also offer supervised practical experience in counseling girls and women. Such material and practical experience should give special attention to girls and women from low-income and minority groups.

Education for Home, Health, and Family

- There should be a thorough examination of the educational programs offered to prepare girls and women of all ages, educational levels, and cultural and economic backgrounds to fulfill their responsibilities for homemaking, health, and family life.

  (a) There should be widespread support of experimental approaches concerned with content, teaching methods, and timing in such areas as the care and development of children; human relations within the family; home management conceived as the use of human and material resources for achieving family goals; nutrition and food; consumption and other economic aspects of family life; housing for the family–its equipment and furnishings; textiles and clothing; the uses of family leisure–all within the context of a rapidly changing technology.

  Physical and mental health should be taught in ways that will lead to the translation of knowledge into daily living habits, especially among the deprived.

  (b) Women should have the opportunity for education about human reproduction and sexual activity in the context of education for family responsibility.

Education for Volunteering

- (a) Education in volunteer work should be offered to adolescent girls as part of their preparation for citizenship.

  (b) Ongoing education of volunteers sponsored by volunteer organizations themselves, by communities, and by educational institutions should be more widely available.

Research on the Education of Women

- A program should be established in the Office of Education for surveying and summarizing research on women's education, preparing statistics, encouraging expanded and new studies, and fostering inclusion of separate data on men and women in research projects. The program would disseminate findings and make available knowledge of current research.

APPENDIXES

Executive Order 10980

ESTABLISHING THE PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

WHEREAS prejudices and outmoded customs act as barriers to the full realization of women's basic rights which should be respected and fostered as part of our Nation's commitment to human dignity, freedom, and democracy; and

WHEREAS measures that contribute to family security and strengthen home life will advance the general welfare; and

WHEREAS it is in the national interest to promote the economy, security, and national defense through the most efficient and effective utilization of the skills of all persons; and

WHEREAS in every period of national emergency women have served with distinction in widely varied capacities but thereafter have been subject to treatment as a marginal group whose skills have been inadequately utilized; and

WHEREAS women should be assured the opportunity to develop their capacities and fulfill their aspirations on a continuing basis irrespective of national exigencies; and

WHEREAS a Governmental Commission should be charged with the responsibility for developing recommendations for overcoming discriminations in government and private employment on the basis of sex and for developing recommendations for services which will enable women to continue their role as wives and mothers while making a maximum contribution to the world around them:

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States by the Constitution and statutes of the United States, it is ordered as follows:

PART I—ESTABLISHMENT OF THE PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

SEC. 101. There is hereby established the President's Commission on the Status of Women, referred to herein as the "Commission". The Commission shall terminate not later than October 1, 1963.

SEC. 102. The Commission shall be composed of twenty members appointed by the President from among persons with a competency in the area of public affairs and women's activities. In addition, the Secretary of Labor, the Attorney General, the Secretary of Health, Education and Welfare, the Secretary of Commerce, the Secretary of Agriculture and the Chairman of the Civil Service Commission shall also serve as members of the Commission. The President shall designate from among the membership a Chairman, a Vice-Chairman, and an Executive Vice-Chairman.

SEC. 103. In conformity with the Act of May 3, 1945 (59 Stat. 134, 31 U.S.C. 691), necessary facilitating assistance, including the provision of suitable office space by the Department of Labor, shall be furnished the Commission by the Federal agencies whose chief officials are members thereof. An Executive Secretary shall be detailed by the Secretary of Labor to serve the Commission.

SEC. 104. The Commission shall meet at the call of the Chairman.

SEC. 105. The Commission is authorized to use the services of consultants and experts as may be found necessary and as may be otherwise authorized by law.

PART II—DUTIES OF THE PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

SEC. 201. The Commission shall review progress and make recommendations as needed for constructive action in the following areas:

(a) Employment policies and practices, including those on wages, under Federal contracts.

(b) Federal social insurance and tax laws as they affect the net earnings and other income of women.

(c) Federal and State labor laws dealing with such matters as hours, night work, and wages, to determine whether they are accomplishing the purposes for which they were established and whether they should be adapted to changing technological, economic, and social conditions.

(d) Differences in legal treatment of men and women in regard to political and civil rights, property rights, and family relations.

(e) New and expanded services that may be reqiured for women as wives, mothers, and workers, including education, counseling, training, home services, and arrangements for care of children during the working day.

(f) The employment policies and practices of the Government of the United States, with reference to additional affirmative steps which should be taken through legislation, executive or administrative action to assure nondiscrimination on the basis of sex and to enhance constructive employment opportunities for women.

SEC. 202. The Commission shall submit a final report of its recommendations to the President by October 1, 1963.

SEC. 203. All executive departments and agencies of the Federal Government are directed to cooperate with the Commission in the performance of its duties.

PART III—REMUNERATION AND EXPENSES

SEC. 301. Members of the Commission, except those receiving other compensation from the United States, shall receive such compensation as the President shall hereafter fix in a manner to be hereafter determined.

JOHN F. KENNEDY

THE WHITE HOUSE,
December 14, 1961.

Appendix B

MEMBERSHIP OF

THE COMMITTEE ON EDUCATION

Dr. Mary I. Bunting, *Chairman*
Commission Member
President
Radcliffe College

Miss Edna P. Amidon
Director, Home Economics Education Branch
Office of Education
U. S. Department of Health, Education, and Welfare

Mrs. Algie E. Ballif
Former President
Utah School Board Association

Mrs. John D. Briscoe
Board of Directors
League of Women Voters of the United States

Mrs. Opal D. David
Former Director, Commission on the Education of Women
American Council on Education

Dr. Elizabeth M. Drews
Professor
College of Education
Michigan State University

Dr. Seymour M. Farber
Assistant Dean for Continuing Education in Health Sciences
University of California
San Francisco Medical Center

Mrs. Raymond Harvey
Dean, School of Nursing
Tuskegee Institute

Mrs. Agnes E. Meyer
Washington, D. C.

Dr. Kenneth E. Oberholtzer
Superintendent
Denver Public Schools

Dr. Esther Raushenbush
Director, Center of Continuing Education
Sarah Lawrence College

Mr. Lawrence Rogin
Director of Education
AFL-CIO

Miss Helen B. Schleman
Dean of Women
Purdue University

Dr. Virginia L. Senders
Lecturer, Former Coordinator of Minnesota Plan
Lincoln, Mass.

Dr. Pauline Tompkins
General Director
American Association of University Women

Technical Secretary
Mrs. Antonia H. Chayes

Staff Assistant
Mrs. Ruth T. Prokop

Appendix C

Educational Attainment of Women 18 Years of Age or Over,
by Selected Age Groups, March 1962

[In thousands of persons]

Educational attainment	Age of women			
	Total, 18 years and over	25 to 34 years	35 to 44 years	45 to 54 years
Population	60,313	11,310	12,393	10,635
In labor force	22,977	4,150	5,466	5,307
Attended college:				
1 to 3 years	2,573	481	552	541
4 years	1,585	382	361	371
5 years	597	116	159	170
Not in labor force	37,336	7,160	6,927	5,328
Attended college:				
1 to 3 years	3,584	766	762	448
4 years	1,381	437	326	176
5 years	261	79	55	43

Source: Dennis F. Johnston, *Educational Attainment of Workers, March 1962* (U. S. Department of Labor, Bureau of Labor Statistics), Special Labor Force Report No. 30, table D.

Appendix D

BACKGROUND PAPERS PREPARED FOR THE

COMMITTEE ON EDUCATION

The following background papers were prepared by members of the Committee on Education and staff. These papers were most helpful in the Committee's considerations and are available in the Women's Bureau, U. S. Department of Labor, where interested persons may consult them.

Amidon, Edna P. The Education of Women for Their Role in the Home.

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Appendix E

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Appendix F

RECOMMENDATIONS OF THE PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

The formal recommendations adopted by the President's Commission on the Status of Women are presented here under the captions where they appear in the Commission's report *American Women.* In addition, the text of the report contains numerous informal recommendations and suggestions. In making its recommendations, the Commission considered the interests of all women. At the same time, it was particularly mindful of the circumstances of certain women, including those who are members of minority groups, for whom many of its recommendations have added significance.

Education and Counseling

- Means of acquiring or continuing education must be available to every adult at whatever point he or she broke off traditional formal schooling. The structure of adult education must be drastically revised. It must provide practicable and accessible opportunities, developed with regard for the needs of women, to complete elementary and secondary school and to continue education beyond high school. Vocational training, adapted to the Nation's growing requirement for skilled and highly educated manpower, should be included at all of these educational levels. Where needed and appropriate, financial support should be provided by local, State, and Federal governments and by private groups and foundations.

- In a democracy offering broad and ever-changing choices, where ultimate decisions are made by individuals, skilled counseling is an essential part of education. Public and private agencies should join in strengthening counseling resources. States and school districts should raise their standards for State employment service counselors and school guidance counselors. Institutions offering counseling education should provide both course content and ample supervised experience in the counseling of females as well as males, adults as well as adolescents.

- The education of girls and women for their responsibilities in home and community should be thoroughly reexamined with a view to discovering more effective approaches, with experimentation in content and timing, and under auspices including school systems, private organizations, and the mass media.

Home and Community

- For the benefit of children, mothers, and society, child care services should be available for children of families at all economic levels. Proper standards of child care must be maintained, whether services are in homes or in centers. Costs should be met by fees scaled to parents' ability to pay, contributions from voluntary agencies, and public appropriations.

- Tax deductions for child care expenses of working mothers should be kept commensurate with the median income of couples when both husband and wife are engaged in substantial employment. The present limitation on their joint income, above which deductions are not allowable, should be raised. Additional deductions, of lesser amounts, should be allowed for children beyond the first. The 11-year age limit for child care deductions should be raised.

- Family services under public and private auspices to help families avoid or overcome breakdown or dependency and establish a soundly based homelife, and professionally supervised homemaker services to meet emergency or other special needs should be strengthened, extended, or established where lacking.

- Community programs under public and private auspices should make comprehensive provisions for health and rehabilitation services, including easily accessible maternal and child health services, accompanied by education to encourage their use.

- Volunteers' services should be made more effective through coordinated and imaginative planning among agencies and organizations for recruitment, training, placement, and supervision, and their numbers augmented through tapping the large reservoir of additional potential among youth, retired people, members of minority groups, and women not now in volunteer activities.

Women in Employment

- Equal opportunity for women in hiring, training, and promotion should be the governing principle in private employment. An Executive order should state this principle and advance its application to work done under Federal contracts.

- At present, Federal systems of manpower utilization discourage part-time employment. Many able women, including highly trained professionals, who are not free for full-time employment can work part time. The Civil Service Commission and the Bureau of the Budget should facilitate the imaginative and prudent use of such personnel throughout the Government service.

Labor Standards

- The Federal Fair Labor Standards Act, including premium pay for overtime, should be extended to employment subject to Federal jurisdiction but now uncovered, such as work in hotels, motels, restaurants, and laundries, in additional retail establishments, in agriculture, and in nonprofit organizations.

  State legislation, applicable to both men and women, should be enacted, or strengthened and extended to all types of employment, to provide minimum-wage levels approximating the minimum under Federal law and to require premium pay at the rate of at least time and a half for overtime.

- The normal workday and workweek at this moment of history should be not more than 8 hours a day and 40 hours a week. The best way to discourage excessive hours for all workers is by broad and effective minimum-wage coverage, both Federal and State, providing overtime of at least time and a half the regular rate for all hours in excess of 8 a day or 40 a week.

  Until such time as this goal is attained, State legislation limiting maximum hours of work for women should be maintained, strengthened, and expanded. Provisions for flexibility under proper safeguards should allow additional hours of work when there is a demonstrated need. During this interim period, efforts should continuously and simultaneously be made to require premium rates of pay for all hours in excess of 8 a day or 40 a week.

- State laws should establish the principle of equal pay for comparable work.

- State laws should protect the right of all workers to join unions of their own choosing and to bargain collectively.

Security of Basic Income

- A widow's benefit under the Federal old-age insurance system should be equal to the amount that her husband would have received at the same age had he lived. This objective should be approached as rapidly as may be financially feasible.

- The coverage of the unemployment insurance system should be extended. Small establishments and nonprofit organizations should be covered now through Federal action, and State and local government employees through State action. Practicable means of covering at least some household workers and agricultural workers should be actively explored.

- Paid maternity leave or comparable insurance benefits should be provided for women workers; employers, unions, and governments should explore the best means of accomplishing this purpose.

Women Under the Law

- Early and definitive court pronouncement, particularly by the U.S. Supreme Court, is urgently needed with regard to the validity under the 5th and 14th amendments of laws and official practices discriminating against women, to the end that the principle of equality become firmly established in constitutional doctrine.

  Accordingly, interested groups should give high priority to bringing under court review cases involving laws and practices which discriminate against women.

- The United States should assert leadership, particularly in the United Nations, in securing equality of rights for women as part of the effort to define and assure human rights; should participate actively in the formulation of international declarations, principles, and conventions to improve the status of women throughout the world; and should demonstrate its sincere concern for women's equal rights by becoming a party to appropriate conventions.

- Appropriate action, including enactment of legislation where necessary, should be taken to achieve equal jury service in the States.

- State legislatures, and other groups concerned with the improvement of State statutes affecting family law and personal and property rights of married women, including the National Conference of Commissioners on Uniform State Laws, the Council of State Governments, the American Law Institute, and State Commissions on the Status of Women, should move to eliminate laws which impose legal disabilities on women.

Women as Citizens

- Women should be encouraged to seek elective and appointive posts at local, State, and National levels and in all three branches of government.

- Public office should be held according to ability, experience, and effort, without special preferences or discriminations based on sex. Increasing consideration should continually be given to the appointment of women of demonstrated ability and political sensitivity to policymaking positions.

Continuing Leadership

- To further the objectives proposed in this report, an Executive order should:

  1. Designate a Cabinet officer to be responsible for assuring that the resources and activities of the Federal Government bearing upon the Commission's recommendations are directed to carrying them out, and for making periodic progress reports to the President.

2. Designate the heads of other agencies involved in those activities to serve, under the chairmanship of the designated Cabinet officer, as an interdepartmental committee to assure proper coordination and action.

3. Establish a citizens committee, advisory to the interdepartmental committee and with its secretariat from the designated Cabinet officer, to meet periodically to evaluate progress made, provide counsel, and serve as a means for suggesting and stimulating action.

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